

**Quality Counts**

**Indiana Charter School Program Grant**

**REQUEST FOR PROPOSAL 84.282A**

**2017-2018**

**Final Approved Version**

**Final Due Date: January 31, 2018 4:30 p.m. EST**

Technical Assistance Opportunities

**Introductory Webinar:**

Available by November 13, 2017 at  
<https://www.doe.in.gov/grants/charter-school-program>

**Submit application and budget at:**  
<https://form.jotform.com/73124027451952>

**Charter School Program Grant (Tentative) Session:**

November 17, 2017 (Indianapolis)

November 30, 2017 (Northwest Indiana)

December 6, 2017 (Indianapolis) for  
Traditional LEAs

December 14-15, 2017 (Indianapolis) for  
individual bidder's conference sessions



DEPARTMENT OF EDUCATION

**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

*Working Together for Student Success*

<b>Federal Program Title:</b>	Expanding Opportunities through Quality Charter Schools Program (CSP) to State Entities
<b>Federal Agency:</b>	U.S. Department of Education
<b>State Agency:</b>	Indiana Department of Education
<b>CFDA Number:</b>	84.282A
<b>Award Name:</b>	Quality Counts FY 18
<b>Award Number:</b>	U282A170017

## Important Dates

**October 31, 2017:** Application to serve as peer reviewer due

**November 16, 2017:** Quarterly charter school authorizer collaboration meeting

**January 31, 2018 4:30 p.m. EST:** Proposal due date

**February 1, 2018:** Start of peer review period

**March 1, 2018:** Notification of initial awards; project period start date for CSP applicants

**February, 2018:** Quarterly charter school authorizer collaboration meeting

**March 24, 2018:** Interim financial report and performance report due\*\*

**April, 2018:** Quarterly charter school authorizer collaboration meeting

**July 1, 2018:** Notification of continuation awards; release of request for CSP proposals

\*\*Note, in future years, sub grantees will have a full year to conduct activities prior to reporting on progress. However, this year, the IDOE will need to report to USED on an earlier timeline (by 4/2/18).

## Purpose of the Grant

Quality Counts emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana's challenging academic standards. The funding shall be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. The federal funding will be utilized to evaluate the impact of charter schools on student achievement, including the use of state-level and local-level funding. Activities will facilitate the sharing of best practices between traditional public schools and charter schools. The IDOE will support these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process.

## Eligible Applicants

Indiana state law governs charter schools and charter school authorizers. According to IC 20-24-2-1, a charter school may be established to provide innovative and autonomous programs that serve the different learning styles and needs of public school students, offer appropriate and innovative choices, provide varied opportunities for educators, allow for freedom and flexibility in exchange for exceptional levels of accountability, and provide the community with an expanded opportunity for involvement in the public school system.

Proposals may be submitted to enable applicants to open, expand, or replicate high-quality public charter schools. Prospective applicants shall utilize the definitions below to determine whether the entity is eligible to apply:

**High-Quality:** Quality Counts emphasizes high-quality charter schools, which are demonstrated by

*New schools wishing to open*

- 1) Based upon the submitted plan

*Existing schools wishing to expand or replicate*

- 1) Accountability grade of A or B: Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state averages)
- 2) No significant issues in the areas of student safety, school finance, and operational management, or statutory or regulatory compliance (e.g. least restrictive environment, English learner services); Compliance with this standard will require no open corrective action plans with the IDOE
- 3) Meeting subgroups needs through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically



disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency); Compliance with this standard will require the school to not be considered under targeted support & improvement, as defined by Indiana's ESSA plan

***Open and Prepare for the Operation of a New, High-Quality Charter School:*** A developer for a new charter school must have opened within the past three years (Fall 2015) or submitted a charter application and plan to open within 18 months.

***Replication of a High-Quality Charter School:*** Replicate means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter.

***Expansion of a High-Quality Charter School:*** Expand means to significantly increase enrollment (50% or more growth) or to add one or more grades to a high-quality charter school beyond the original charter.

***Early Childhood Programs:*** According to the [CSP Guidance on the Use of Funds to Support Preschool Education \(December 2014\)](#), CSP funds may only be used to support Indiana preschools in charter schools that also provide at least one elementary or secondary grade during the grant period. Charter schools that serve only preschool students may not be supported by CSP funds because preschool is not part of elementary education under Indiana law.

Early childhood education programs shall be considered high-quality, to be satisfied by participating in Indiana's [Paths to Quality \(PTQ\)](#) and achieving a level 3 or 4 on the childcare quality rating and improvement system. Research shows that high-quality early childhood programs prepare children for future success through a high-quality educational environment. The PTQ system assesses and works to improve the quality of care and education.

In order to meet the definition of a charter school under section 310(1) of the ESEA, the preschool or any other charter school shall not charge tuition for any students within the school. The school may charge reasonable curricular fees.

***Postsecondary:*** Secondary charter schools (e.g. high schools) who promote a focus on college and career readiness programs for their secondary students, such as dual credit, international baccalaureate, advanced placement, or career and technical education are eligible to apply, if the school meets the above definition of a high-quality charter school program.

## Availability of Funds

The maximum award to a subgrantee shall be a total of \$900,000 for no more than five years, of which no more than 18 months shall be for post-charter planning (prior to the school opening). The funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Any funds not considered reasonable and necessary will be removed from the final approved budget and the department shall reduce the total award accordingly.

The IDOE expects to award between 10 to 15 subgrantees each year, for at least two years but up to five years. An eligible applicant may use not more than 18 months for planning and program design and may not receive more than one subgrant under this program during the five-year project period.

A charter school that previously received CSP funds for the opening or replication of a high-quality charter school is not eligible to receive funds from this grant for the same or a substantially similar purpose. However, a charter school may be eligible to receive funds to expand beyond its original grades if the school is a high-quality charter school. A charter school may not have more than one subgrant at a time.

The project period for each subgrantee shall be at least two years but up to five years. After the conclusion of each year within the approved project period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to renew the grant after each fiscal year.

Actual award amounts are contingent upon the receipt of federal funding, availability of current funding levels, and the quality of the submitted grant, and the costs that are budgeted being reasonable, allowable, and allocable.

## Use of Funds

Allowable activities that may be supported by CSP funds shall include one or more of the following:

- 1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with
  - a. Providing professional development; and
  - b. Hiring and compensating, during the eligible applicant's planning period (no more than 18 months) specified in the application for funds for one or more of the following
    - i. Teachers
    - ii. School leaders
    - iii. Specialized instructional support personnel, such as special education or English learner teachers
- 2) Acquiring supplies, training equipment including technology, and educational materials (including development of materials)
- 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction)
- 4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school

5) Further guidance regarding the use of funds can be found in the [CSP Nonregulatory Guidance](#), specifically in sections D-2 through D-5 and the US Department of Education's ESSA Flexibility Frequently Asked Questions (FAQ) from December 2017.

In accordance with 2 CRF 200, all funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Justification of all costs provided within the budget narrative will serve in making all reasonable, allowable, and allocable decisions.

## Monitoring

The department will utilize a risk assessment to determine the depth and breadth of monitoring required for specific subgrantees. Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. Dependent upon the results of the risk assessment, subgrantees may participate in:

**Desktop Review:** Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual performance report. Additionally, personnel reports of staff funded through the grant and an annual financial expenditure report shall be submitted.

**Onsite Visit:** IDOE staff shall conduct an onsite visit to identify progress toward meeting specific goals and objectives listed within the grant and the annual performance report. IDOE staff will review educational programming through classroom observations, interviews with staff, and a review of policies and procedures. Additionally, IDOE staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions.

## Requirements

Participating charter schools shall agree to comply with the same federal and state audit requirements as other elementary and secondary schools in the state. Schools shall meet all applicable federal, state, and local health and safety requirements while operating in accordance with Indiana state law. Each school shall have a written performance contract with the charter school authorizer that includes a description of how student performance will be measured on state assessments.

Each charter school project leader and board president shall sign further assurances stipulated within the grant in order to participate in the CSP project.

**Enrollment Policy:** Participating schools shall admit students on the basis of a lottery if more students apply for admission than can be accommodated. Children who are enrolled in the immediate prior grade shall be automatically enrolled in the following grade level. In addition to preference for students already enrolled in a charter school, Indiana Code 20-24-5-5<sup>6</sup> provides that a charter school may give

enrollment preference to children of the charter school's founders, governing body members, school employees, and preschool students who attended at least a Level 3 or 4 Paths to Quality preschool in the same charter school. No additional preferences may be provided for children outside of the descriptions above. In order to receive Quality Counts CSP funds, the preference in weighted criteria given to children of founders or employees must be limited to 10% of the charter school's total student population.

**Tuition and Fees:** Students shall be admitted at no-cost, including those enrolled in early childhood education or postsecondary education programs. Schools may charge reasonable curricular materials if the school participates in the textbook assistance program to ensure no barriers exist to enroll low-income children.

Under no circumstances may a family's ability to pay for curricular materials impact a student's enrollment or attendance in a charter school. Under Indiana Code 20-33-5-11, a charter school may not withhold curricular materials and supplies, require any special services from a child or deny the child any benefit or privilege because the parent fails to pay required fees.

## Technical Assistance

The important dates listed within the application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal. If further opportunities for technical assistance are needed, then the prospective applicant may email Beatriz Pacheco at [bpacheco@doe.in.gov](mailto:bpacheco@doe.in.gov) or Amreen Vora at [avora@doe.in.gov](mailto:avora@doe.in.gov) to set up an appointment.

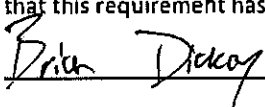
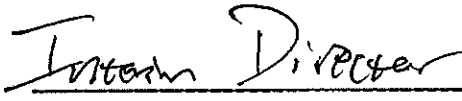
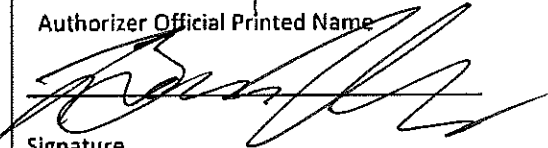
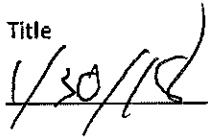
## Submission Process

Email the full application and budget by the submission due date of January 31<sup>st</sup>, 2018 4:30 p.m. EST, through the on-line portal. A team of expert peer reviewers will utilize the peer review rubric to determine the successful applicants. Submission of a grant application does not guarantee funding, as the application is competitive. Once an application has been approved, then further documentation will be required to process the application, including evidence of tax clearance and registration with the Indiana Department of Administration.

Quality Counts:  
Indiana Charter School Program Grant Application  
2017-2018

**Applicant Entity:** URBAN ACT Academy

Contact Person for Grant: Nigena Livingston	Title: Head of School
Total Grant Funds Requested: (Up to \$900,000): \$900,000	Total Project Period Months Requested (24-60 months): 60
Application to: X Open      Expand      Replicate	Expected Date School will Open, Expand, or Replicate: 08/01/2018
Charter Award Date (indicate if expected): 11/13/2017	Charter Expiration Date: 2025
Proposed Charter School Address: 1250 E Market Street Indianapolis, IN 46202	
Applicant Address (if different than proposed address): 1630 N Meridian Street Suite 450 Indianapolis, IN 46202	
Applicant Telephone: 317-207-2665	Applicant Email: nlivingston@urbanact.org
<b>Fiscal Contact</b>	
Fiscal Manager: Brian Anderson	Title: Consultant
Telephone: 312-259-8093	Email: briandandersonconsulting@gmail.com

Charter School Board Contact Information	
1. Board President: Claudia Douglas Smith	2. Email: Claudia@title7compliance.com
3. Board President Address: 1630 N Meridian Suite 450 Indianapolis, Indiana	
Authorizer Contact Information	
1. Authorizing Agency: Office of Education and Innovation	2. Authorizing agency contact person: Brian Dickey
3. Authorizing agency contact telephone: 317-327-7458	4. Authorizing agency contact email: <a href="mailto:brian.dickey@indy.gov">brian.dickey@indy.gov</a>
5. Authorizing agency address: 200 E Washington Street Indianapolis, IN 46204	
<p>20 U.S.C. § 5203(d)(3) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. The signature by the designated official from the charter school authorizer signifies that this requirement has been met.</p>	
 Authorizer Official Printed Name	 Title
 Signature	 Date

## Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (mark each with an X):

  X   1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

  X   2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open within 18 months.

  X   3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

  X   4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.

  X   5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.

  X   6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.

  X   7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the [Nonregulatory Guidance for CSP funds](#).

X   8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

  X   9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

  X   10. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

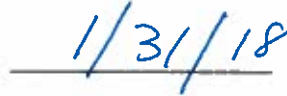
I have read the above and agree to all terms and assurances.



Signature of Project Contact



Signature of Board President



Date Signed



Date Signed



Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
First Year 2018	K - 8	500
Second Year 2018	K - 8	500
Third Year 2018	K - 8	500
Fourth Year 2018	K - 8	500
Fifth Year 2018	K - 8	500
Maximum 2018	K - 8	500
<b>Student Demographics</b> <i>indicate if actual or expected percentage of total student population</i> Actual X Expected		
Free/Reduced Price Lunch: 81%	Special Education: 20%	English Learners: 5%
Black: 54%	Native Hawaiian or Other Pacific Islander: 0	Hispanic: 14.2%
American Indian: <1%	Multiracial: 5.3%	Asian: <1%
White: 26%	Male: 244	Female: 206

<b>Funding Requested</b>		
	<b>Month/Year to Month/Year</b>	<b>Funding Requested by Year</b>
Planning (if applicable, prior to opening)	03/18 to 03/19 *Max 18 months	\$293,200* *Max \$300,000 for planning year
Year 1 Implementation	07/18 to 06/19	\$283,225
Year 2 Implementation	07/19 to 06/20	\$136,750
Year 3 Implementation (if applicable)		
Year 4 Implementation (if applicable)	*May not extend beyond 9/30/22	
Year 5 (if applicable, do not utilize this row if utilizing the planning period)	to * *May not extend beyond 9/30/22	
Total (max 5 years, planning + implementation)		900,000* Max \$900,000

<b>Charter School Program Areas Contacts</b>	
Students with Disabilities:	Contact Name: Nigena Livingston Email: nlivingston@urbanact.org Phone Number: 317-207-2665
English Learners (including Title III):	Contact Name: Nigena Livingston Email: nlivingston@urbanact.org Phone Number: 317-207-2665
Title I, Part A:	Contact Name: Nigena Livingston Email: nlivingston@urbanact.org Phone Number: 317-207-2665
Title II, Part A:	Contact Name: Nigena Livingston Email: nlivingston@urbanact.org Phone Number: 317-207-2665

Management Organization Information		
Will the school work with a charter or educational management organization? Yes                      X No  If no, skip to the next page.		
If yes, name the management organization: Employer Identification Number (EIN):		
Is the management organization:	For Profit	Not for Profit
Employees of the school will be:    X Employed by the school  <div style="text-align: center;">Employed by the management organization</div>		
<p>Note about management organizations:</p> <p>Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.</p> <p>Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.</p>		

If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

- a) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO;
- b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal [CSP Nonregulatory Guidance](#).

### Optional Elements: Competitive Preference Priorities (up to 3 additional points)

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored.

Element	Addressed within Charter Application (cite page and paragraph/section # or mark N/A and address in next column or additional pages)	Additional Information (may attach additional pages if necessary, cite specific corresponding element number)  <b>Note: 2 page limit for optional elements if attaching additional pages.</b>
<p>CPP1: Provide an overview of the early childhood, postsecondary, or rural area model and the expected targets and outcomes targeted at these unique populations</p> <p>Indicate areas of focus</p> <p>Early Childhood Postsecondary Rural Areas</p>	N/A	N/A

## Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, the entity may state where the information regarding the below elements are already available within the charter application. However, if the eligible applicant needs to expand or more succinctly state the charter application in order to attend to all elements for the CSP grant application, then utilize the provided space within the application or attach additional pages.

Element	Addressed within Charter Application (cite page and paragraph/section # or mark N/A and address in next column or additional pages)	Additional Information (may attach additional pages if necessary, cite specific corresponding element number)  <b>Note: 30 page limit for required elements if attaching additional pages. Page limit does not include the budget.</b>
1. Provide an overview of the project, including the <b>vision of the charter school</b> and expected outcomes aided by the CSP funds.		
1a) Describe the vision of the charter school.	Addressed within Charter Application page 6 section I, paragraph 1	

1b) Describe the particular need for the school within the specific community, and how the community will be informed about the charter school.	N/A	<p>Since URBAN ACT’s original charter application, Indianapolis Public Schools indicated an interest in having URBAN ACT partner to restart Washington Irving School 14 on the Near Eastside. As such, the information below is not reflected in the attached application.</p> <p>Washington Irving School 14 has received a “D” or “F” on the state accountability system since the letter grade system was introduced in the 2011-12 school year. Less than 50% of students have passed both sections of the ISTEP+ since 2010, indicating a dire need for a new, high-quality school for Near Eastside students and families. Furthermore, the school’s neighborhood boundary / catchment zone does not include any charter schools. The schools nearest to the boundary and school are either low-performing or have reached capacity and are unable to serve Washington Irving students:</p> <table><tr><th>School</th><th>Combined ISTEP Pass Rate for ELA and Math</th><th>Letter Grade</th><th>Other</th></tr><tr><td>Center for Inquiry School 2</td><td>57.7%</td><td>C</td><td>IPS Magnet Program – Waiting List</td></tr><tr><td>Edison School of the Arts</td><td>23%</td><td>D</td><td>IPS Magnet Program – Waiting List</td></tr><tr><td>Paramount School of Excellence</td><td>81.4%</td><td>A</td><td>Charter – Waiting List</td></tr><tr><td>Indianapolis Academy of Excellence</td><td>11%</td><td>N/A</td><td>Charter – Low performing</td></tr></table>	School	Combined ISTEP Pass Rate for ELA and Math	Letter Grade	Other	Center for Inquiry School 2	57.7%	C	IPS Magnet Program – Waiting List	Edison School of the Arts	23%	D	IPS Magnet Program – Waiting List	Paramount School of Excellence	81.4%	A	Charter – Waiting List	Indianapolis Academy of Excellence	11%	N/A	Charter – Low performing
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Indianapolis Academy of Excellence	11%	N/A	Charter – Low performing																			

		<p>Furthermore, URBAN ACT's place-based educational model is uniquely poised to serve the Near Eastside community because of the community's existing initiatives. Washington Irving sits in the heart of the Indy East Promise Zone, which won a competitive federal Promise Zone grant in 2015 and includes a specific goal of affording all children high quality and innovative schools. URBAN ACT has and will continue to work closely with several of the Indy East Promise Zone organizations including the John Boner Neighborhood Center and the Shepherd Community Center to continue to meet the needs of families and utilize the vast resources available to support students.</p> <p>Since the approval of the charter there have been a number of presentations for parents and community partner organizations within the community, such as Stand For Children, the Shepherd Community Center and the John Boner Neighborhood Center. Some area schools have allowed us to conduct focus groups for both parents of school aged children and students on their campuses. The school leader has also spoken to school leaders, teachers, and school support staff to also inform the school design and transition into the neighborhood. Additional meetings are scheduled to be held at Washington Irving and in the neighborhood to share aspects of the school model with families and to hear feedback and answer questions.</p> <p>Once the IPS Board of Commissioners approves the Innovation Restart Agreement with URBAN ACT Academy for Washington Irving School 14, the leadership team will begin working directly from the school and ensuring parents understand the transition, and that they have a right to remain enrolled at the school if they so choose. The UAA leadership team will host frequent parent meetings, monthly family/community events and will work with IPS to obtain student information in order to contact each currently enrolled family. A breakdown of anticipated activities</p>
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		<p>and events over the coming months includes:</p> <ul style="list-style-type: none"> <li>• February 2018 – School-wide Conversations with the Applicant – Breakfast, Lunch and Dinner Meetings</li> <li>• March 2018 – Focus Group Meetings and Weekly Coffee Talks with the School Leader</li> <li>• April 2018 – Appointments with Parents, Community Partner Meetings and Drop-in Weekly Coffee Talks with the School Leader</li> <li>• May 2018 – Family and Friends Social Events, Summer Learning Planning</li> <li>• June – July 2018 – Gear Up for Students, Parent Orientations</li> </ul>
1c) Describe the curriculum framework to be used in the school, including the key instructional practices and the research base that guides curriculum development.	Addressed within Charter Application pages 12 - 24 - starting with Section II “Educational Services Provided”	

<p>1d) Describe the specific ways in which the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana’s challenging academic standards.</p>	<p>Addressed within Charter Application Pages 30 – 34, including Section F. Support for Student Learning and Section G. Special Student Populations</p>	<p>URBAN ACT Academy defines innovation as moving beyond the traditional in order to improve on outcomes. URBAN ACT Academy’s core academic model and incorporation of place-based instruction is its innovation, chosen because of its unique ability to support relevant, rigorous real-world learning. Place-based learning is the understanding that each of us has a relationship with the places where we live, and that these places help shape the individuals we become. Place based-learning deepens students’ connection to their community by engaging them with geography, the physical environment, local culture, the history of the area and the historians that live amongst us (Demarest, 2015).</p>
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<p>1e) Describe how the school will develop 21<sup>st</sup> century skills or prepare students to be college and career ready in future postsecondary and workplace environments.</p>	<p>Addressed within Charter Application page 6, section I A, paragraph 1 and page 12 section II A, paragraph 1</p>	<p>The 21<sup>st</sup> century skills that URBAN ACT Academy values are communication, collaboration, critical thinking and creativity. The place-based educational model provides the opportunity to practice and develop these skills on a daily basis. Students will have regular opportunities to use and develop their voice in a purposeful way. They will communicate in daily, Restorative circle practices, through collaborative work with others on projects and tasks, with members of the community and during our student-led conferences in their learning team meetings. Throughout the school day, students will get to creatively solve problems and apply critical thinking as they experiment with new designs, or reimagine an old idea as they work through their place-based projects.</p> <p>There are a number of additional skills that our students will obtain from both the academic and cultural components of the school's model. Through educational experiences gained from classroom instruction, interactions with others, learning from and with technology, the school will help students increase their capacity to listen for understanding, take risks, build relationships, develop empathy, learn cooperation, utilize their voice, determine how they will articulate their learning, think constructively and evaluate in order to further build upon an idea.</p> <p>Through culminating place-based learning projects and public exhibitions, students' learning will be shared and celebrated amongst community members. Additional experiences look like students taking ownership around the school to further reflect the community that we reside in. For example, students would take more responsibility of the cafeteria, the school store, the school council (student government) and even help in some capacities of the health clinic.</p> <p>All of these core competencies are important because they will prepare students to access higher level coursework in high school and later college. These skills will also translate to students' ability to be effective in their future careers.</p>
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1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)	Addressed within Charter Application N/A	<p>URBAN ACT Academy is focused on the overall sustainability of program effort and will remain proactive about identifying expenses that are short term and those that are long term and must be funded through the school's general budget. The school will conduct ongoing assessments of grant funded activities to determine what the future scope of the program needs are. The school will also work to identify resources that might be needed to sustain the activity or determine how to scale back.</p> <p>Grant expenses will be allocated toward resources and materials needed during our planning and initial launch phases of the school. This consists of many one-time purchases of materials and curriculum. For staffing, the school is preparing to staff based on revenue generated from the school's general budget after the initial planning period. However, additional staff time and capacity is needed during the planning period to ensure proper curriculum planning. For professional development activities funded by the grant, the school will use a train the trainer model and work to retain staff who can lead and support professional development for future staff after the school's first two years.</p>
2. Provide an overview of the <b>expertise of the charter school developer(s)</b> to open, replicate, or expand the high-quality charter school.		

<p>2a) Identify the key personnel involved in the development and describe their previous experience.</p>	<p>Addressed within Charter Application page 38 section III B paragraph 1</p>	<p>Nigena Livingston is the CEO, Founder and Head of School for URBAN ACT Academy. She has the experience, skills and strengths needed to effectively design and lead an Innovation School that reimagines education for underserved students in Indianapolis, Indiana. Ms. Livingston’s vision for URBAN ACT Academy positions students as agents of change in their own communities through the development of a sense of place that inspires them to live with purpose and advocate for all.</p> <p>Ms. Livingston has over 15 years of leadership experience in urban education. She previously led students to high levels of achievement in a variety of roles, beginning first as a classroom teacher. She then worked for a number of years as an instructional coach. In this role she delivered professional development and developed new teachers to help them facilitate significant gains with their own students. Ms. Livingston has held the role of principal for 6 years. She has prior experience as a founding school leader and helped open a new charter school in Jacksonville, Arkansas. She has also had experience with leading school improvement efforts in an existing charter school in Detroit, Michigan. Both as an instructional director and coach, and as a principal, she was able to successfully unify a community of students, families, faculty, and local supporters to ensure the children entrusted to her care receive an excellent education. Ms. Livingston has achieved these accomplishments by employing her strengths of visionary leadership, strategic thinking, and principled decision making.</p> <p>Currently, Ms. Livingston is participating in a prestigious fellowship with The Mind Trust in Indianapolis, Indiana, that prepares educators to design and lead new schools. Through this fellowship, she has been refining the skills developed over the course of her career. She has been effectively communicating her school’s vision and mission to build community support and prospective family and teacher interest, strategically planning the school’s educational model and culture guide, and making operational decisions that ensure fiscal sustainability.</p> <p>Other members of the design team include: Jennifer Houdek and Kimberly Ransom who are consultants helping Ms. Livingston continue to build out the core content curriculum with an</p>
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		<p>emphasis on Place-Based instruction, a key component of the school's design.</p> <p>Mrs. Houdek is a native of Indianapolis with over 14 years of experience in education. She has taught and served as an instructional director in both public and independent school settings. As a classroom teacher, she developed curriculum and assessments that were aligned with Indiana Academic Standards in all disciplines. In her leadership roles, Mrs. Houdek planned and delivered teacher professional development that was guided by professional standards and informed by classroom observations, teacher reflection meetings, and student data. The results of Mrs. Houdek's efforts as a classroom teacher and instructional leader were high levels of student and teacher growth within a joyful and relational culture of achievement. Mrs. Houdek has a strong knowledge base of effective instructional practices and a deep understanding of Project-Based learning and Place-Based education. She is utilizing her educational expertise to support curriculum design for URBAN ACT Academy.</p> <p>Ms. Ransom is an educational consultant with over 17 years of education experience. As a teacher, she formed exceptional relationships with her students and consistently showed growth and improvement on district and state tests of which she received recognition. This recognition allowed her to work in various leadership roles including being a mentor teacher, curriculum developer and team leader. After 10 years of classroom teaching, Ms. Ransom became a School Improvement Consultant. In this role, she provided professional development and consulting for over 15 different school districts throughout the United States. Currently, Ms. Ransom is the founder of CEO of Viable Education Solutions. In this work she can utilize her diverse skillset to help schools with curriculum development, assessments and data analysis, professional development and development of school-wide systems and processes.</p>
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2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school's Annual Performance Report found on DOE Compass (or a similar report if not an existing Indiana model).	N/A	URBAN ACT Academy will be a new school.
3. Provide an overview of the <b>charter school goals</b> .		

<p>3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the <i>Quality Counts</i> CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.</p>	<p>Addressed within Charter Application page 29 section II E, paragraph 1</p>	<p>While several goals are laid out in the referenced section of URBAN ACT's charter application, URBAN ACT Academy will use the goals listed below for the purposes of this grant:</p> <ol style="list-style-type: none"> <li>1. The number of students proficient in reading and math will increase by 10% after the school's first academic year as measured by the state assessment in these two content areas.</li> <li>2. The school will be rated an A by year 2 based on the state's accountability measures for schools.</li> <li>3. 100% of scholars will participate in a culminating, public exhibition that showcases a high quality product or performance (see Charter Application page 93 for more information on measurement).</li> <li>4. 100% of scholars will be able to articulate growth and progress toward their Personalized Learning Plan goals by the end of the year (see Charter Application page 95 for more information on measurement).</li> </ol>
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<p>3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware of the school's goals.</p>	<p>Addressed within Charter Application N/A</p>	<p>The school will host an annual meeting within the first month of school to inform parents of the school's goals, explain the curriculum and describe the strategies and programs the school will offer throughout the year to support students and to keep families engaged. In addition to the annual meeting, the school will continue to make the goals available to students and families at conferences, and other parent meetings.</p> <p>The school's leadership team will reflect on the school's goals during team meetings, in order to assess the effectiveness of our strategies and initiatives. Teachers will also reflect on progress toward goals during professional development time and in their professional learning communities. Students will reflect on their individual progress toward goals throughout their studies.</p> <p>The school will communicate progress toward goals in publications that are sent home to families, and in biannual updates provided publicly to the Indianapolis Public Schools Board of Commissioners (per an Innovation Restart Agreement). The goals will also be displayed on the school's website and posted near the main office.</p> <p>Additionally, the Indy East Promise Zone coalition and initiatives will offer an avenue to ensure community leaders are aware of the school's goals and performance towards those goals.</p>
<p>4) Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with the <b>use of the CSP funding</b>.</p>		

<p>4a) Provide a budget narrative to address each budgeted line item to demonstrate alignment between the grant goals and proposed expenditures.</p>	<p>Addressed within Charter Application N/A</p>	<p><b>Goal 1: The number of students proficient in reading and math will increase by 10% after the school’s first academic year as measured by the state assessment in these two content areas.</b></p> <p>Planning</p> <ul style="list-style-type: none"> <li>• <u>Professional Development</u> (\$105,000) to equip and support staff with how to effectively implement EngageNY curriculum, implement restorative practices, participate in train the trainer workshops like Teach Like a Champion’s Engaging Academics and Behavior and Culture workshops, utilize stipends for developing curriculum and leading professional development</li> <li>• <u>Property and Equipment</u> (\$57,200) will be utilized for staff computers and printing equipment. This will provide support with lesson planning, creating assessments and analyzing assessments communicating progress to students and families. Additionally, the school will use technology to help advance student learning.</li> <li>• <u>Program Staffing</u> (\$10,000) used to hire an Assistant principal prior to the start of the school year to help organize summer professional learning for teachers.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>• <u>Professional Development</u> (\$45,000) for virtual coaching and additional workshop to address to meet the differentiated needs of the staff, stipends for curriculum development that is responsive to student data trends from year 1’s enrollment, stipends for teachers facilitating professional learning team meetings or staff workshops.</li> </ul>
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		<p>Year 2</p> <ul style="list-style-type: none"> <li>• <u>Professional Development</u> (\$30,000) to develop most effective teachers as leaders to who will serve as mentor teachers and provide model classrooms for novice teachers to observe, develop admin and lead teachers ability to effectively employ coaching strategies to focus on whole staff development of teachers, funds will also be used to further address program to address school culture needs to help promote an environment where learning can be optimized.</li> </ul> <p><b>Goal 2: The school will be rated an A by year 2 based on the state's accountability measures for schools.</b></p> <p>Planning</p> <ul style="list-style-type: none"> <li>• <u>Property and Equipment</u> (\$57,200) for office set-up including supplies to make sure that the school is organized and set up appropriately to receive school records, keep accurate enrollment information and up to date contact information to best serve families and to ensure the teachers have the data they need to drive student achievement. Staff will utilize printers as a part of office organization and to use materials to engage families.</li> <li>• <u>Supplies</u> (\$10,000) for the purchase of office furniture, materials, supplies for office organization.</li> <li>• <u>Other</u> (\$15,000) will be utilized to work with community partners and in conducting a number of community engagement activities. These activities will be used to support and build relationships with families to ensure a smooth transition and to continue partnerships to help address students' academic and behavioral needs.</li> </ul>
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		<ul style="list-style-type: none"> <li>• <u>Contractual (\$96,000)</u> The school will work with a number of consultants to plan a successful first year of school. Office consulting will be utilized to enable staff to set up office systems and procedures. The school will work with a data and reporting consultant set up and successfully maintain school records and accountability data. Special education consulting will be provided to the admin team to help ensure there are no gaps in student services, we are prepared to meet the needs of all students with an IEP and the school remains in compliance with the law. Funds will be set aside for staff recruitment and retention for hard to staff positions.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>• <u>Property and Equipment (\$100,000)</u> to support the purchase of additional furniture for students and exceptional learners. Purchase of instructional equipment to help differentiate learning</li> <li>• <u>Contractual (\$10,000)</u> Purchase of additional technology support to proactively maintain network, troubleshoot and individually support staff.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• <u>Property and Equipment (\$25,000)</u> Technology upgrades to support learning in classrooms.</li> </ul> <p><b>Goal 3: Scholars will participate in a culminating, public exhibition that showcases a high quality product of performance.</b></p> <p>Planning year</p>
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		<ul style="list-style-type: none"> <li>• <u>Contractual (\$96,000)</u> Technology consulting to help assess technology needs and to determine the appropriate technology supports to deliver instruction to students</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>• <u>Contractual (\$10,000)</u> Additional technology support provided to the school community to address technology obstacles and/or to promote students incorporating technology in their independent research studies for culminating work products.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• <u>Supplies (\$30,000)</u> for the purchase of music equipment and art supplies for students to use in developing high quality work products to showcase to families and community members.</li> </ul> <p><b>Goal 4: Scholars will be able to articulate growth and progress toward their Personalized Learning Plan goals by the end of the year.</b></p> <p>Planning year</p> <ul style="list-style-type: none"> <li>• <u>Professional Development (\$105,000)</u> Professional development for staff development around data using data to drive instruction.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>• <u>Program Staffing (128,225)</u> Director of curriculum will be employed to further support teachers in making instructional decisions, providing curriculum</li> </ul>
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		<p>support, data analysis and coaching to meet the individualized needs of students. Parent advocates will be used to help facilitate productive communication between home and school and that their remains a partnership around supporting students in reaching their goals.</p> <p>Year 2</p> <ul style="list-style-type: none"> <li>• <u>Program Staffing (\$51,750)</u> School social worker will be employed to further assist students in life coaching skills and to train teachers in using more trauma informed strategies.</li> </ul>
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<p>4b) Describe how each cost is reasonable, allocable, and necessary in light of the project goals.</p>	<p>Addressed within Charter Application N/A</p>	<p>Planning</p> <p><u>Personnel/Program Staffing (\$10,000)</u> – To properly prepare for staff training and onboarding of families the school will need staff to begin working prior to the start of school-wide professional development. Utilizing this staff member in the months before will help the school accomplish pre-launch goals. The school will need staffing support given that it will be the first year of the program.</p> <p><u>Professional Development (\$105,000)</u> - With the majority of the school team being new to the school and/or new to the educational model, it will be imperative for the school staff as a community to learn about the school-wide behavior expectations, routines and procedures for classroom management, lesson planning, engaging students in rigorous instruction and self-assessment. Professional development is needed to guide teachers through a process of how to improve student learning outcomes. Access to professional development will directly connect to ensuring students are making measureable academic growth and progress as measured by state assessments.</p> <p><u>Property and Equipment (\$57,200)</u> – The school will need technology, furniture, and other operating supplies to conduct business and to plan to meet the needs of the school community. Due to the school being in the startup phase, these resources will need to be purchased as members of the planning team do not currently have access to these materials. These resources will allow the admin team to set up and organize around meeting instructional and operational goals.</p> <p><u>Supplies (\$10,000)</u> - Office supplies will be essential to supporting the day to day operations of the admin team in planning, communicating, and organizing to ensure a successful year 1 of school. The school is in year 1 of planning and needs supplies to begin setting up its record keeping systems. Record keeping, office space, and other</p>
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		<p>resources that will allow the school to engage with families are important in this phase of startup.</p> <p><u>Contractual (\$96,000)</u> – The school will rely on experienced and high quality professionals to help implement school-wide systems to manage operational items like technology, data reporting, meeting the needs of special education students. The benefit to utilizing the expertise of these consultants will enable us to quickly put effective systems in place prior to receiving families. The school is not currently equipped with staff members that have this level of expertise and will need access to coaching and support so that students and families at the school will feel confident in the school’s ability to meet the needs of their students in the first year.</p> <p><u>Other (\$15,000)</u> - URBAN ACT Academy is applying to be a restart school which means that there will be a significant amount of change for families who are currently enrolled at the school. The school will need to engage with community members and families to give them time to understand the school’s educational model. These activities will help build relationships, and develop trust. Investment prior to the start of the school year will help the school maintain enrollment and best position the staff to serve families based on information we receive from them before the first day of school.</p> <p>Year 1</p> <p><u>Program Staffing (\$128,225)</u> - Two roles that will be essential to helping the school reach our goals will be employing a Director of Curriculum and hiring Parent Advocates. These key positions tie directly to student achievement outcomes. The Director role will help support the teachers in implementing their instructional practices and utilizing the curriculum. The Parent Advocates will be essential in facilitating dialogue with families and checking in with them to make sure that the</p>
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		<p>school is aligned to both their expectations and on track to achieving the school goals. These positions will also provide the school team with added support to help ensure effective communication around the school goals and to monitor parent satisfaction.</p> <p><u>Professional Development (\$45,000)</u> - Funding for professional development in year 1 will supplement professional development costs for the planning year and will allow the school team to be responsive to trends that become present once the data becomes more accessible. The school will make a professional development plan based on what they project student and teacher needs to be but also will reserve funding to be able to target the differentiated needs of teachers and/or to account for new needs that may arise during the course of the school year.</p> <p><u>Property and Equipment (\$100,000)</u> – The school will utilize classroom technology to benefit student learning. Furniture will also be supplied to meet the needs of exceptional learners or to replace furniture in poor condition. This is a cost related to startup and will be factored into the general budget after our first year.</p> <p><u>Contractual (\$10,000)</u> – This amount is reserved for the school to be able to utilize additional technology support to troubleshoot technology needs that the school did not anticipate. Technology is the basis for the majority of the school’s daily operations and will greatly hinder the school’s performance if a problem arises. It will be essential to be able to receive support in the event that there is a problem.</p> <p>Year 2</p> <p><u>Program Staffing (\$51,750)</u> – The school is placed in an area of the city that has a high rate of students who are homeless or families who are in transition. An additional staff member would be utilized to help support students who are in need of counseling, anger management or life coaching skills. This staff member would also</p>
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		<p>be working to develop school staff members and to teach them how to incorporate trauma-informed practices in their instructional strategies.</p> <p><u>Professional Development (\$30,000)</u> – After the laying the foundation for year 1 professional development activities, year 2’s focus will be on enhancing our programs to better meet the needs of students and to help improve upon the work that was started in year 1. We anticipate adding new roles and additional staff members who will need to be developed in a similar capacity to staff members in our founding year.</p> <p><u>Property and Equipment (\$25,000)</u> – This cost is related to any upgrades that the school may need if student enrollment increases or the school determines additional technology enhancements.</p> <p><u>Supplies (\$30,000)</u> – Once the school culture has been established and the school’s priority supplies have been ordered for the first year, the school will begin to expand out our offerings to families particularly in the specials classes of art and music. Once we learn more about the students’ interests the school’s programming can become more tailored to these interests. This will have a direct increase on investment and motivation. This is also directly connected to the school’s goal around developing a public work product to share.</p>
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4c) Describe how the school will develop the required capacity to continue implementation and operation in a high-quality manner after the grant expires	Addressed within Charter Application N/A	The school will develop a budget that will operate based off of state and federal funding after initial startup and development costs. The school will factor into the budget costs for the replacement of materials and supplies. Staffing costs will also be accounted for in the school's operating budget. For costs related to consultations and professional development, the school will plan to focus on retaining the most effective staff members and using school leaders to continue to use practices and strategies learned from our initial professional development programming to develop newer teachers.
5) Provide an overview of the charter <b>school governance plan and administrative relationships</b> .		
5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOS) and why they were selected.	Addressed within Charter Application page 37, section III B. Governance & Management, pages 40 -47 section III B paragraph 4	

<p>5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.</p>	<p>Addressed within Charter Application N/A</p>	<p>The board of directors will be responsible for ensuring the school as a nonprofit organization remains aligned with its mission and remains fiscally sound. The board of directors will work with the CEO of the school to review the CEO's work and progress toward goals. The board will preapprove major initiatives or changes to the school's plan on a monthly basis. The board has the legal authority to make the final decisions and override the CEO if there is cause to do so. The board of directors also has the authority to hire, direct or terminate the CEO and will be responsible for formally evaluating the CEO on an annual basis.</p> <p>The CEO of URBAN ACT Academy will be responsible for the school's operations and academic performance. The leader will be responsible for crafting a budget that will be finalized by the board, making hiring decisions and setting the goals and strategy for improving the school's student achievement data. The leader will utilize a school based leadership team to determine the school's work plan for the year and use staff input to help inform the strategies, timeline, measures and evidence of progress. The school leadership team will consist of administrators and lead teachers who will represent the entire staff. The leadership team will collect and analyze feedback from the school community to help inform the school's improvement efforts.</p>
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<p>5c) Describe the process to select board members.</p>	<p>Addressed within Charter Application page 39 section III B paragraph 1</p>	<p>The current members of the board were gathered by the CEO, who sought to develop a board of at least 7 directors that was rich in the diversity of skillsets and perspectives. Sense of mission, organizational competency, and capacity to work in key areas related to the school’s successful launch were also taken into consideration. The CEO also sought members who represented different races, gender, religious affiliations, abilities, and other differences. The CEO began the process for selecting current board members by first developing a job description and listing out the explicit skills and areas of expertise the ideal board of directors would possess.</p> <p>The current board members will develop a nominating committee to select future board members. The nominating committee will assess the skills the board needs to strengthen its impact on the organization or positions on the board that need to be filled or replaced. The nominating committee will use a process of identifying the criteria for new members and will make a list of potential candidates to be interviewed. After vetting new candidates, the board use the voting process to select new members for the board.</p>
<p>5d) Describe the governance training for board members, current and prospective.</p>	<p>Addressed within Charter Application page 40 section III B paragraph 3</p>	<p>The board is currently working with the BoardOnTrack’s coaching team to receive training. The board chair received an in-person training on November 2<sup>nd</sup> in Indianapolis and will receive additional training with the CEO by Charter Board Partners in February 2018.</p> <p>URBAN ACT will contract with either Charter Board Partners or BoardOnTrack to complete training for the full board prior to the school launching (as required by the authorizer’s prior actions), and will ensure prospective board members are onboarded responsibly via a thorough process designed by the board’s Governance Committee.</p>

<p>5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42.</p> <p>Please indicate “N/A” if no service provider is utilized.</p>	N/A	N/A
<p>5g) Describe how the charter school will ensure timely and accurate data submission for state and federal reporting requirements.</p>	<p>Addressed within Charter Application N/A</p>	<p>URBAN ACT’s Director of School Operations will ensure timely and accurate data submission for all state and federal reporting requirements. The CEO is working to hire a Director of School operation who will be responsible for utilizing the school’s information system is accurately maintained and up to date with the most recent information on our students and families. Initially, the school will contract with a consultant to help establish systems for data entry and maintaining the integrity of the student information system’s data. The school will run internal reports prior to the official reporting deadlines to reconcile conflicts in advance of reporting timelines. The school will also use the Indiana Department of Education’s Learning Connection portal as an additional resource for accessing support from colleagues, reviewing timelines or frequently asked questions. Furthermore, URBAN ACT and the Director of School Operations will contract with Brian D Anderson Financial Consulting to ensure UAA meets all financial reporting deadlines.</p>
<p>6) Provide an overview of the <b>student recruitment and admissions process</b>.</p>		

6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.	Addressed within Charter Application N/A	Per an Innovation Network Restart Agreement with IPS, URBAN ACT Academy will give preference to students who live in the neighborhood boundary and will ensure all previously enrolled students can continue to attend the school.
6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.	Addressed within Charter Application N/A	URBAN ACT Academy will participate in the districtwide unified enrollment system through Enroll Indy. Enroll Indy will run an impartial lottery for admission to all schools participating in unified enrollment.
7. Provide an overview of how the charter school will <b>meet the needs of educationally disadvantaged students.</b>		
7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected & delinquent students.	Addressed within Charter Application page 31 section II G Special Student Populations	URBAN ACT Academy understands its responsibility in meeting the educational needs of a diversity of learners including students with disabilities, from low-income earning homes, English Language Learners, homeless, neglected and delinquent students. The school has already begun exploring new and already existing partnerships with school programs and community organizations that can support students and their unique needs. School-based strategies will include encouraging positive behaviors, developing social emotional learning, academic interventions, homework help, enrichment, skill discovery and experiential learning. The leadership team will survey students, families and staff to obtain feedback the effectiveness of both internal school programs and external programs with school partners are with meeting the goals of students. The student achievement data as well as the perception data that we collect will help inform our ability serve our students.
8. Provide an overview of the <b>community outreach activities.</b>		

<p>8a) Describe how parents and the community are involved in the planning and design of the charter school</p>	<p>Addressed within Charter Application Pages 48 – 49, starting with Section D. Community Partnerships</p>	<p>URBAN ACT Academy appreciates having such a unique opportunity to create a school that truly represents the community and their hopes and dreams for their children. We have engaged students, families, neighbors, business leaders and community partners to get their ideas to help develop and shape what our school ultimately becomes.</p> <p>The school leadership utilized a number of strategies to gather insights from a variety of individuals. Some of our methods included conducting a number of one-on-one interviews with a variety of neighbors, advocates, leaders, parents and students. The school leader has also presented the school’s educational model and philosophy to small community based focus groups and organizations who have provided their feedback and insights on the model. Members of the board participated in canvassing activities and surveyed a number of people across various communities and neighborhoods.</p> <p>The school also has benefit from partnering with a small number of schools who have allowed the leader to hold separate focus groups for both parents of school aged children and students on their campuses. Lastly, the school leader has spoken to a number of local school leaders, teachers, and school support staff to also inform the school design and plan for a successful launch.</p> <p>Since engaging with Indianapolis Public Schools (IPS) around the potential for restarting Washington Irving School 14, the founder has met with various community leaders on the Near Eastside to understand the neighborhood and its unique needs. The school leader has also met with a group of parents from the school to understand their concerns and receive feedback on the school model. Additional family meetings at the school are scheduled throughout the spring and summer months</p>
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9. Provide an overview of the <b>fiscal management plan</b> .		
9a) Describe the internal controls over expenditures and how records will be maintained	Addressed within Charter Application page 49 starting with section II D paragraph 1	Records will be maintained at the school site by the Business Manager and reviewed by the CEO. The school's financials will also be reported to and reviewed by the board of directors and finance committee on a monthly basis.

<p>9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.</p>	<p>Addressed within Charter Application N/A</p>	<p>URBAN ACT ACADEMY will manage this grant in accordance with our accounting procedures. The initial budget process is led by the School Leader, with input from the Business Manager, the Finance Committee, and the business services consultant. The final budget will be approved by the Finance Committee. The approved budget will be kept by the School Leader and entered into the accounting software and tracked under its own fund by the business services consultant. All items purchased with grant funds will be approved by the School Leader, processed by the Business Manager, and recorded against budget by the business services consultant. The School Leader and Business Manager will request reimbursement for expenses using the forms provided by the Department of Education. All appropriate back-up will be kept at the school. URBAN ACT Academy understands that school leaders are responsible for the grant management.</p>
<p>9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant</p>	<p>Addressed within Charter Application N/A</p>	<p>URBAN ACT Academy will support the effective operation of the school with appropriate Federal funds (Special Education, Title I, Title II, etc.) and other available funds. However, the school will not receive Federal sources of funding immediately. In order to begin turnaround efforts as effectively as possible, the school would add certain staff positions immediately. The plan is to be able to sustain all costs that are not simple one-time start-up costs requested in our application. Through careful planning, the regular per student funding will be sufficient to permanently incorporate the staff positions we would add early with the grant funds. It would also be sufficient to permanently incorporate our professional development programs.</p>
<p>10. Provide an overview of the <b>facilities</b> to ensure they are safe, secure, and sustainable.</p>		

<p>10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs</p>	<p>Addressed within Charter Application page 51 section III F paragraph 1</p>	<p>URBAN ACT Academy (UAA) is currently negotiating an agreement with Indianapolis Public Schools (IPS) to restart a persistently low-performing neighborhood school on the Near Eastside, Washington Irving School 14. Consistent with previous Innovation Network Charter Restart Agreements, URBAN ACT would operate its charter school in the facility with IPS continuing to cover all facility-related costs.</p> <p>As a restart partner, URBAN ACT will open as a K-8 school serving approximately 500 students in year 1. As such, the space needs outlined here remain constant for the first five years of the school's existence.</p> <p>The school plans to utilize approximately 62,000 square feet total for its educational programming, at full capacity in year 1. Instruction will take place in clean, welcoming, inviting and bright spaces either due to natural light or from a paint refreshing. The school will be broken up into a lower academy and an upper academy. Lower academy classrooms will have large learning areas for small group instruction, independent work and student collaboration. Students will also have access to spaces where they can create, design or build. Upper academy classrooms will have areas designated in classrooms for small group instruction, peer collaboration and independent study. In addition to classroom space, the school will also provide students with opportunities to learn in science lab spaces. The school will use the smaller rooms for academic interventions, as nurture rooms for behavior interventions and as private rooms for confidential meetings or individual counseling. Furthermore, given the medical needs of students, the school will reserve a space for a nurse or medically trained staff member to issue medical supplies and to treatment illnesses. The school will offer a classroom space for special classes like art and music. URBAN ACT will have an indoor and outdoor learning lab, a library, and a media center. The school will also have cafeteria to accommodate up to 150 students for</p>
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		<p>meals and a gymnasium for physical education classes and our larger meetings or assemblies.</p> <p>The facility for Washington Irving School 14 more than accommodates these needs for URBAN ACT Academy's model. The facility contains over 90,000 square feet, and has capacity for URBAN ACT to increase enrollment to 730 students, if necessary.</p>
10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan	Addressed within Charter Application page 51 section III G paragraph 1	

Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion)	Yes <u>  X  </u>
B) Budget Form/Narrative (use required form)	Yes <u>  X  </u>
C) 2016-2017 Expanded Annual Performance Report (if applicable) or most recent <i>Found at <a href="http://compass.doe.in.gov">compass.doe.in.gov</a> &gt; Accountability &gt; Annual Performance Report</i>	Yes <u>  NA  </u>
D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made	Yes <u>  X  </u>
E) Enrollment or student admissions policy	Yes <u>  X  </u>
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	Yes _____ N/A <u>  X  </u>
G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom	Yes <u>  X  </u>

# Appendix A



**Charter Application**  
**Location: Eagledale / Northwest High School**  
**Community / International Marketplace**

## Charter Applicant Information Sheet

**Name of Proposed Charter School:** URBAN ACT Academy

**Proposed School Address (if known):** Not yet known

**School District in which Proposed School would be located:** Indianapolis Public Schools

**Legal Name of Group Applying for the Charter:** URBAN ACT Academy

**Applicant's Designated Representative:** Nigena Livingston

**Address:** 1630 N Meridian St., Suite 450

**City:** Indianapolis

**State:** Indiana

**Zip code:** 46202

**Daytime telephone:** 585-733-6051

**E-mail address:** nlivingston@themindtrust.org

**The proposed school will open in the fall of school year:** 2018

### **Proposed Grade Levels & Total Student Enrollment**

Operational Year	School Year	Grade Levels	Maximum Student Enrollment
<b>First Year</b>	2018-2019	K, 1, 2	150
<b>Second Year</b>	2019-2020	K, 1, 2, 3	200
<b>Third Year</b>	2020-2021	K, 1, 2, 3, 4	250
<b>Fourth Year</b>	2021-2022	K, 1, 2, 3, 4, 5	300
<b>Fifth Year</b>	2022-2023	K, 1, 2, 3, 4, 5, 6	350
<b>Sixth Year</b>	2023-2024	K, 1, 2, 3, 4, 5, 6, 7	400
<b>Seventh Year</b>	2025-2026	K, 1, 2, 3, 4, 5, 6, 7, 8	450
<b>Maximum</b>	2026-2027	K-8	450

**Is this a single-gender or co-educational school?** Co-educational

**If single-gender, please indicate who will be served by school:**

Indicate "Girls" or "Boys"

**Are you planning to work with a management organization?**

Indicate "Yes" or "No": No

**If so, please indicate the name of management organization:**

**Have you submitted this application to other authorizer(s)?**

Indicate "Yes" or "No": No

**If so, please list the authorizer(s) and the date(s) of submission:**

**Do you plan to submit this application to another authorizer before the Mayor's Office makes a final determination on your application?**

Indicate "Yes" or "No": No

**If so, please indicate the name of the authorizer:**

**Have you submitted any other applications to an authorizer in the previous five (5) years?**

Indicate "Yes" or "No": No

**If so, please indicate the name of *the authorizer, the date, and the name of the school* on the application.**



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## **I. Vision**

URBAN ACT stands for “Us reaching, benefiting, aiding and nurturing a community together”. URBAN ACT Academy aims to work with and within our community to disrupt the cycle of poverty that primarily impacts low-income and minority students. The school intends to build on the African proverb, “It takes a whole village to raise child,” by instilling in scholars that once the community has worked together to support your growth and achievement, you now have a responsibility to give back to the community that has invested in you. When the mission is actualized, the result will be empowered leaders with both an awareness of the problems that threaten the viability of our communities and the skills to bring forth change and solutions. We believe that through this work, we will be positioning our communities to improve over time.

URBAN ACT Academy envisions a stronger community shaped by the critical thinking, problem solving and caring leadership of our future scholars using their knowledge, voice and talents to make positive contributions.

### **A. Mission**

URBAN ACT Academy’s mission is to empower students as leaders to develop globally competitive scholars and informed citizens.

#### **Core Values (I LEAD)**

URBAN ACT Academy expects every member of our school community to exemplify the following values in everything they do:

I – Intentionality: Purposeful and thoughtful actions are our drivers.

L – Loyalty: We support each other and remain faithful to our obligations.

E – Equity: We advocate for all voices to ensure that everyone has what they need for success.

A – Achievement: We are striving for excellence.

D – Determination: We will do whatever it takes.

### **B. Need**

Under-resourced schools’ scores on state standardized tests are persistently low (Kelly, 2010).<sup>1</sup> The National Assessment of Educational Progress (NAEP) has been testing the progress of students in the United States in the school subjects of mathematics and reading since the early

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<sup>1</sup> Hilton Kelly, “What Jim Crow’s Teachers Could Do: Educational Capital and Teachers’ Work in Under-resourced Schools,” *The Urban Review*, 2010, 42(4), 329-350.

1970's (Biggs, Musewe, & Harvey, 2014).<sup>2</sup> In a data analysis by NAEP, it was revealed that a persistent test score gap existed between under- and adequately resourced groups with those in the under-resourced groups performing at a rate of proficiency that was much lower than their peers in adequately resourced groups (Biggs, et al, 2014).<sup>3</sup> This challenge primarily impacts low-income and minority students who are most often represented in these under-resourced schools (Reyes & Garcia, 2014).<sup>4</sup> This phenomena, more commonly referenced as the achievement gap, has been observed for decades and exists in many communities. In fact, according to the most recent data posted on the Indyvitals.org website, three specific Westside neighborhoods in Indianapolis—Eagledale, the Northwest High School Community, and the International Marketplace neighborhoods—were identified as having a higher poverty rate and higher percentage of people of color as compared to the state of Indiana, Marion County and the Indianapolis Metropolitan Area. See the chart below for IndyVital's most recent statistics.

Neighborhood Area	Poverty Rate	People of Color
Northwest High School Community	29%	77%
Eagledale	32%	76%
International Marketplace	37%	91%
Marion County	21%	42%
Indianapolis Metropolitan Area	14%	26%

The Quality Schools data from the Indy Vitals data portal show that less than half of students in the Northwest High School Community neighborhood attend schools with an A or B rating, and less than 40% of students in Eagledale attend schools with an A or B rating. According to the neighborhood boundaries used by IndyVitals, there are no schools located within the International Marketplace neighborhood. This area is served by low performing schools in Eagledale and the Northwest High School Community neighborhoods.

Looking more closely into the student achievement data on the Westside of Indianapolis, it is evident that the students and families in that area are in desperate need of high-quality educational opportunities, particularly in grades K-8. According to the Indiana Department of Education (IDOE), only 8% of students at Northwest Community Jr High School were proficient in English Language Arts and Math on the 2015-16 ISTEP assessment, compared to Indiana's state average rate of passing which was reported as 52%. In English Language Arts, 22% of students were proficient in 2015-16, which was slightly higher than 15% the prior year. For math, only 11% of students were proficient in 2015-16 compared to 10% the previous year. Other schools in the area have similarly low achievement data. Only 2 of the 11 schools in the area received an A or B in the most recently available school grades report. On average, the combined passing rate for the schools in these neighborhoods is just above 25%. Their statistics are provided in the table below, as reported on the IDOE's Compass website.

<sup>2</sup> Biggs, Musewe, and Harvey, "Mentoring and academic performance of black and under-resourced urban middle grade students," *Negro Educational Review*, 2014, 65(1-4), 64-86.

<sup>3</sup> Biggs, Musewe, and Harvey, "Mentoring and Academic Performance of Black and Under-resourced Urban Middle Grade Students," *Negro Educational Review*, 2014, 65(1-4), 64-86.

<sup>4</sup> Augustina Reyes, and Andres Garcia, "Turnaround policy and practice: A Case study of turning around a failing school with English Language Learners," *The Urban Review*, 2014, 46(3), 349-371.

Need Analysis Chart

Schools	2016-17 Enrollment	Race/Ethnicity	FRL %	SPED %	Suspension Rate (2015-16)	Most Recent A-F	ISTEP Combined Pass %
Northwest Community Jr. High	413	63% Black 27% Hispanic 5% White 4% Multiracial	70% Free 3% Red.	23%	27%	F	4.3%
Lew Wallace #107	491	46% Black 41% Hispanic 7% White 2% Multiracial	69% Free 2% Red.	9%	13%	B	31.0%
Clarence Farrington #67	694	49% Black 44% Hispanic 5% White 2% Multiracial	70% Free 2% Red	12%	<1%	F	15.6%
Wendell Phillips #63	450	57% Black 33% Hispanic 8 % White 2% Multiracial	69% Free 2% Red.	14%	4%	F	19.2%
Deer Run Elementary	653	47% Black 45% Hispanic 3% White 4% Multiracial	79% Free 5.8% Red.	11.8%	<1%	C	36.7%
Jonathan Jennings School #109	267	54% Black 40% Hispanic 4% White 2% Multiracial 1% Asian	75.3% Free 1.9% Red.	11.6%	<1%	C	32.9%
Enlace Academy	366	22% Black 73% Hispanic 2% White 3% Multiracial	89.1% Free 3.8% Red.	13.4%	<1%	A	27.3%

Meredith Nicholson School #96	416	24% Black 72% Hispanic 3 % White 1% Multiracial	83.9% Free 7% Red.	11.3%	<1%	C	27.4%
Carl Wilde School #79	699	31% Black 57% Hispanic 6 % White 3% Multiracial 4% Asian	77% Free 5.3% Red.	11.2%	<1%	C	31.1%
Ernie Pyle School #90	376	41% Black 46% Hispanic 10% White 4% Multiracial	71% Free 5% Red	13%	6%	C	41.4%
Indiana Math & Science Academy West	587	58% Black 36% Hispanic 3% White 4% Multiracial	24% Free	10%	27%	C	20.9%

All children deserve to be well prepared for college and their future careers by receiving the best education from their schools. URBAN ACT Academy's educational model aims to reach all students regardless of race, gender or socioeconomic background, and to play a role in closing the striking differences in achievement between white students and students of color and/or between the different socioeconomic backgrounds.

URBAN ACT Academy seeks to improve the academic performance of scholars and to prepare them for the rigorous coursework of high school and college. One of the ways that we are prepared to meet this challenge is through differentiated instruction. URBAN ACT's model considers the vastly different needs, interests, learning styles and paces, and constructs a personalized plan for each student. These plans help illustrate growth throughout the year and track progress toward end of year goals for each scholar. Students' ownership of these plans is a driver of success, with a goal to create more independent learners who can begin to manage their own studies autonomously. URBAN ACT believes that ownership of the learning process is a valuable skill that positions college and career ready individuals for long-term success.

URBAN ACT Academy's model will seek to cultivate more independent thinkers and learners who can access higher level objectives, and creatively apply problem solving to challenges in the curriculum under the guidance of our instructors. The need to make learning a more relevant experience is endorsed by the number of American students who "vote with their feet" to disengage or drop out of school (Demarest, 2015).<sup>5</sup> Research is clear that when students are motivated they tend to produce higher academic outcomes. According to Gbollie and Keamu

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<sup>5</sup> Amy Demarest, *Place-based curriculum design*. (New York, NY: Routledge, 2015).

(2017), “students who have optimum motivation have an edge because they have adaptive attitudes and strategies, such as maintaining intrinsic interest, goal setting, and self-monitoring.”<sup>6</sup> In addition, they state, “motivational beliefs are very essential to the academic achievement of students because they help to determine the extent to which students will consider, value, put in effort, and show interest in the task.”

This is particularly true for adolescent students who are discovering their identities as individuals and members of the community. Students can be motivated by choice, through learning connected to their interests and when learning is relevant with connections to the real world. These are the core beliefs that will guide the development and evaluation of URBAN ACT Academy’s academic programming. URBAN ACT Academy will provide opportunities for scholars to make choices about their academic needs, while also extending learning beyond the walls of our school to take advantage of city-wide resources that can foster student learning and growth.

Ultimately, URBAN ACT Academy will provide our scholars with both a rigorous elementary and middle school education to prepare them for high school and beyond. Doing so will have a significant positive impact on the area high schools, who will have fewer students in need of remediation.

## C. Enrollment / Demand

### *Enrollment*

URBAN ACT Academy will open in the fall of 2018 with a total of 150 scholars in kindergarten, grade 1, and grade 2. A grade level each year will be added until the school can serve students in grades K - 8 and reach a total enrollment target of approximately 450 scholars. By utilizing this “slow growth” model we will be able to effectively establish a strong foundation that is grounded in a healthy culture of achievement.

### Enrollment Chart

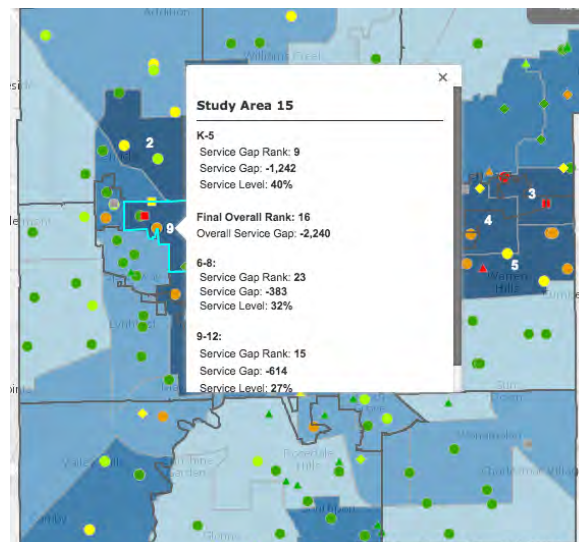
Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
K	50	50	50	50	50	50	50
1	50	50	50	50	50	50	50
2	50	50	50	50	50	50	50
3		50	50	50	50	50	50
4			50	50	50	50	50
5				50	50	50	50
6					50	50	50
7						50	50

<sup>6</sup> Charles Gbollie and Harriet Pearl Keamu, “Student Academic Performance: The Role of Motivation, Strategies, and Perceived Factors Hindering Liberian Junior and Senior High School Students Learning,” *Education Research International*, vol. 2017, Article ID 1789084, 11 pages, 2017. doi:10.1155/2017/1789084



8							50
Total	150	200	250	300	350	400	450

An analysis of quality seats available within study area 15 (Northwest High School Community Neighborhood) from IFF confirms the need for additional seats. The data, shown below, illustrates a gap of 1,242 for students in grades K-5, indicating the 1,242 students are attending failing schools. For grades 6-8, there was a service gap of 383 high quality seats. Given this data, IFF anticipates that a K-5 school in the Northwest High School Community Neighborhood would draw approximately 24% of its students from the highest need area and 60% from the second highest tier. Grades 6-8 would pull 43% of students from the highest need area and 22% of students from the second tier, indicating a market demand for higher quality seats. Attachment A includes additional information for the Northwest High School Community Neighborhood. At OEI's request, we have provided a market scan from IFF that lists additional locations in addition to those in our targeted area in Attachment B.



Although the market analysis clearly demonstrates need, URBAN ACT Academy has surveyed several residents and community members collect information about the community's expressed interest in a new neighborhood school. Over 40 residents and other community members were polled to better understand the area's specific educational needs and desires. A copy of the survey used is available in Attachment C. Results indicated that 100% of the people polled for question 3, "Do you see a need for additional high quality school options for families in this neighborhood?" replied "yes".

In addition to direct community outreach, URBAN ACT Academy has partnered with Enroll Indy to become listed as a school of choice for families. Our recruitment efforts will also include outreach through family agencies and associations, such as Head Start, and community events like The Black Expo and PBS Kids Let's Meet in the Park. We will also provide information and application support for families at area libraries, churches, housing complexes and other local

businesses. The URBAN ACT team will canvass the neighborhood and invite families to speak with us over meals and educational programming, using this time to build relationships and share information about the school. Attachment D references a focus group invitation and sample questions that may be asked to determine how best to support future families.

## **II. Educational Services Provided**

### **A. Educational Model**

#### **Empowering Student Voices and Ownership of Learning**

URBAN ACT Academy's educational model centers around cultivating leaders. While safety, order and respect are critical components of our school culture, URBAN ACT aspires to create a safe and inclusive environment without strict control or dismissal of our scholars' voices. We strive to create an environment that fosters joy in learning, and we discourage any policies or disciplinary actions that may appear oppressive. For this reason, URBAN ACT encourages scholars to use their voices in positive and constructive ways that ultimately will help them to become advocates of each other and leaders of their own learning. By integrating our place-based curriculum with an emphasis on empowering student voices, URBAN ACT will encourage students to find their voice in the community and further the school's mission.

Establishing a culture of student voice and ownership will increase student investment and motivation. It helps build autonomy and empowers students to become more independent learners, which will dramatically enhance their preparation for high school, college and careers. Student voice and ownership help students feel like valued members of their learning environment. It also helps them to constructively engage with others as they build on each other's responses, agree to disagree, apply feedback and become reflective about their learning.

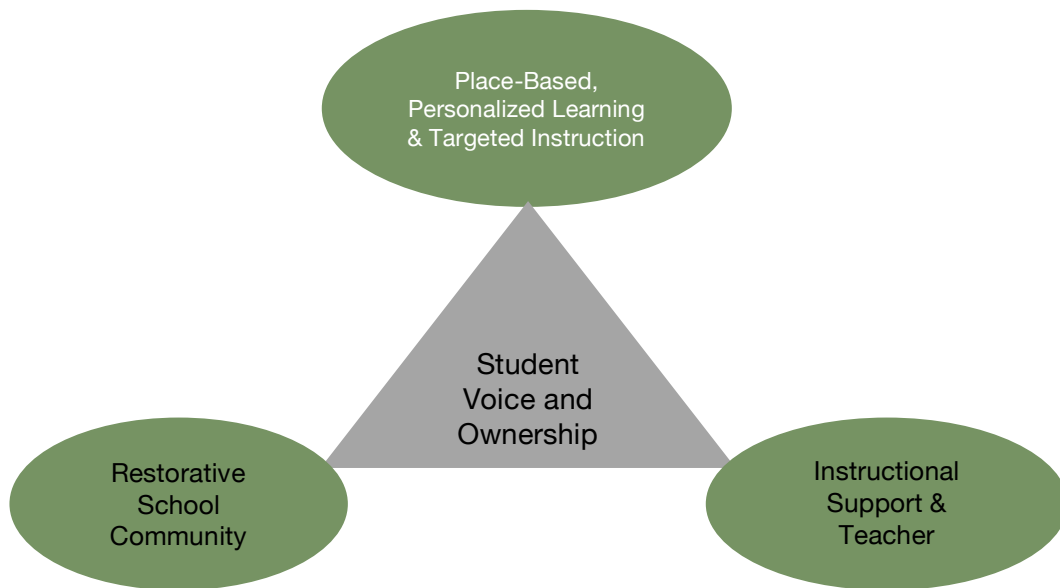
Students who are given the tools to understand and assess their own strengths and challenges develop more ownership over their learning over time (Berger, Woodfin & Rugen, 2014).

<sup>7</sup>Students will have many opportunities throughout the school year to engage with others and to show responsibility over their learning outcomes. They will create their own individualized learning plans, lead teacher/student conferences, and have opportunities to give feedback to their peers. They will also work in collaborative groups and have opportunities to self-assess. Making these habits a daily part of our learning will allow students to become empowered, and will increase their self-confidence and self-discipline.

In line with the "I LEAD" core values, URBAN ACT's educational model is built around establishing leaders by developing student voice and ownership. There are 3 essential, academic design elements that comprise URBAN ACT Academy's educational experience, which will contribute to the vision of creating empowered leaders.

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<sup>7</sup> Berger, Rugen, and Woodfin, *Leaders of Their Own Learning*, (San Francisco, CA: Jossey-Bass, 2014).



URBAN ACT's three-pronged academic program will combine place-based curriculum design with personalized learning and targeted instruction to ensure that students are not only learning within their zone of proximal development but also are creating deep connections with their community while doing so. This academic program is undergirded by a restorative school community to ensure student's social development as leaders, and by strong teacher development and instructional support to ensure the academic program is implemented with fidelity. Within each of these three elements are a series of key actions that connect to our core values and our strategy. These elements position URBAN ACT Academy to best meet the needs of 21<sup>st</sup> century scholars, to further prepare our students to excel in higher education, and to contribute to building productive citizens.

### **Place-based, Personalized Learning & Targeted Instruction**

URBAN ACT's academic program has three distinct pieces that combine to create an innovative, effective model for low-income students of color.

#### **1. Placed-Based Curriculum Design**

At the heart of place-based learning is the understanding that each of us has a relationship with the places where we live, and that these places help shape the individuals we become. Place-based learning deepens students' connections to their community by engaging them with geography, the physical environment, local culture, the history of the area and the

historians that live amongst us (Demarest, 2015).<sup>8</sup> This approach allows educators to structure the curriculum around authentic investigations, which helps make learning a more relevant experience for students. Students are given invaluable learning opportunities when they can focus on topics such as economic development and environmental preservation. In return, businesses can be revitalized and the community can take advantage of partnering with the school for solutions to present challenges (Sobel, 2013).<sup>9</sup>

“When place is incorporated into the act of curriculum development, children’s everyday experiences become one of the foundations upon which learning is constructed” (Smith, 2013).<sup>10</sup> URBAN ACT Academy will develop partnerships with local community organizations, area businesses and individuals that provide a real-life context for math, ELA, science or social studies content acquisition. This affords students the opportunity to do work that is often more rigorous and differs from the work that is happening in most schools. Our model supports and encourages students to make connections between the curriculum and themselves, which is a natural way to make learning more culturally relevant. URBAN ACT Academy will move learners from passively digesting information to questioning, processing, evaluating, analyzing and synthesizing the information they acquire from these investigation and inquiry-based experiences. In addition to our teachers creatively enhancing the content for students, place-based curriculum grants teachers a natural opportunity to differentiate and continuously adapt the learning to meet the needs and interests of individual students.

## **2. Personalized Learning**

One size does not fit all. Educators know this, and yet there is still a significant amount of teacher-led, direct instruction happening in most classrooms. This contributes to students’ underperformance because their individual needs are not being met. Due to the varied background of our students and their constant need for connections, personalized learning and common experiences become a critical foundation (Demarest, 2015).<sup>11</sup> To address these challenges, differentiated and personalized instruction is the second core component of URBAN ACT’s instructional design. URBAN ACT Academy will utilize personalized learning plans, small-group instruction and adaptive learning software.

At the start of the school year, students will work to create their own personalized learning plans (PLPs) with learning teams that consist of a teacher, family member and another person the team identifies. These individualized learning plans will outline a student’s pathway to achieve their goals by incorporating strengths, interests and opportunities for growth over the course of the school year. Our teachers will use this document as a guide to inform instruction and incorporate different strategies and learning activities to meet the

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<sup>8</sup> Amy Demarest, *Place-based Curriculum Design*. (New York, NY: Routledge, 2015).

<sup>9</sup> David Sobel, *Beyond Ecophobia: Reclaiming the Heart in Nature Education*. (Great Barrington, MA: The Orion Society, 1996).

<sup>10</sup> Gregory Smith, *Place-based Education: Practice and Impacts*. (New York, NY: Routledge, 2013), 213.

<sup>11</sup> Amy Demarest, *Place-based Curriculum Design*. (New York, NY: Routledge, 2015).

vast and varying needs of our scholars. See attachment E to view the template students will use to outline their PLP goals.

### **3. Targeted Instruction**

Building off of the personalized learning information that students and learning teams provide in PLPs, teachers will collect and analyze quantitative information to target instruction, grow students' knowledge and understanding of content and prepare students for success on standardized tests. Despite the intensity of the current climate of high stakes testing, teachers find ways to utilize meaningful assessments (Demarest, 2013). Teachers will use assessment data from daily exit tickets and/or weekly quizzes to evaluate student mastery of content in reading, writing and math. These assessments will target and evaluate skill mastery within the current week and also assess content mastered in previous instructional weeks. This will support teachers around preparing their students for achievement on quarterly benchmarks, which is crucial for ensuring proficiency on the ILEARN, or the most current state assessment. In addition, assessments are designed to be rigorous and to provide immediate feedback to students. Each classroom will share the results of their weekly assessments in content planning meetings and with instructional coaches, who will provide feedback and support around the collected student data. This process will provide a daily measurement of the skill areas where scholars met the intended outcome, or identify areas for improvement.

As part of daily core instruction in literacy and math, our teachers will have time to engage students in small-group instruction, and to utilize adaptive software to further tailor instruction for each scholar based on assessment results. For example, in our 90-minute daily ELA block, scholars may rotate between grammar and vocabulary-based activities that target specific skills, which are identified through teacher's scope and sequence documents and lesson plans. Teachers will have access to software that can tailor activities to align with a student's learning plan, while incorporating the concepts being taught that day. In math class, for example, a single teacher can provide multiple students a choice of solving from a menu of high interest, complex math problems. These activities will give students ownership over their learning and a chance to apply new skills to solve a variety of problems.

### **Restorative School Community**

School culture is an essential pillar that allows the school to provide students with the best environment for learning to occur. URBAN ACT Academy strives to create a restorative school community with a culture of care, concern, compassion, communication, connection and commitment. All members of our community share responsibility for establishing this culture. Staff members, students, families and community partners will be asked to build meaningful relationships, and to further contribute to creating a healthy climate that fosters a sense of belonging and significance for each child. For adolescents, making connections is especially important, because we become who we are through our relationships with others. URBAN ACT

Academy will use Restorative Practices as a framework for creating this community and to establish trust, respect and awareness.

Family support is another critical component of developing school culture, and we want to leverage these relationships with key individuals in our students' family-centered circles. The school will establish mutual respect with families as we work together to ensure their children are on the path to a successful life.

Schools should not only be places of academic achievement, but should also be safe, inclusive communities that are responsive to the socioemotional needs of our students. Every day, students will have time to participate in Community Circle with their advisory class. Community Circle aims to help students build relationships, develop emotional awareness and literacy, and help resolve conflicts. During Community Circle, students physically sit in a circle and use a formal opening ceremony, passing around a talking piece to regulate the flow of dialogue, and then use a closing that marks the end of this unique, non-evaluative time. Our teachers will be trained to facilitate time for students to get acquainted with each other, build relationships, address issues and develop action plans each morning. Teachers will also incorporate these practices throughout our school day.

The goal of applying this Restorative framework is to build community and establish shared norms and values. URBAN ACT staff and students will share a commitment to treating everyone with respect and dignity. To accompany the Restorative framework, we intend to incorporate the "I LEAD" core values in our habits of work and scholarship (HOWS) which are observable relational or performance character skills. Students will be able to assess themselves on our HOWS rubric. Please refer to Attachment F for a sample rubric. Students will describe how well they exemplified each core value, comparing their observations with that of their advisor. Students will then have an opportunity to explain how they will improve or enhance their performance on one or more of the core values.

The URBAN ACT Academy discipline plan will be utilized in the event that scholars make poor choices that violate the norms and rules of our community. A copy of the discipline plan is outlined in Attachment G along with our school compact. The school will make every effort to communicate with parents and guardians using their preferred method of contact. Parents and guardians can expect to be informed of each offense by their child's teacher and/or an administrator. Families will also have access to view student infractions via an online platform like PowerSchool that gives them access to grades, assessment scores, attendance and discipline records.

### **Instructional Support & Teacher Development**

URBAN ACT Academy will transform the way teacher professional development is managed by prioritizing lifelong learning and measurable growth. When becoming a part of the school community, all teachers will re-affirm their commitments to participate in and implement meaningful professional development experiences to continually improve their teaching practices. By being able to demonstrate measurable growth on their teaching effectiveness

throughout the school year, teachers are modeling one of the practices they expect of their students. Professional development for teachers may not be a particularly innovative practice in schools but URBAN ACT Academy's approach in making it a priority is. The staff within this community will continue to utilize the research related to achieving a high quality academic experience. Attachment H illustrates a calendar of summer professional development activities.

To support and implement the place-based, personalized and targeted instruction components of the educational model, URBAN ACT Academy will select and develop exceptional teachers who show alignment with the mission and vision of the school. These committed professionals will help guide scholars towards their academic goals, and collectively inform and help manage school-wide culture expectations. The school administrative leadership team will represent grade level teams within the school and will work with instructional staff to improve the quality of instruction, respond to teacher development needs, and provide teachers with the tools they need to promote student success. While this may seem like a foundational component of all schools, URBAN ACT names teacher development as a pillar of the school in order to emphasize a deep commitment to its teachers and staff.

The URBAN ACT Academy leadership team will keep teachers inspired by celebrating the small daily wins as they work toward larger, more ambitious goals. Consistent with the expectations for students, adults in the building must embrace a growth mindset in order to be successful at our school. Teachers will receive ongoing support through weekly grade level and content team meetings, data team meetings, research based texts, and professional development workshops. Each day, our Principal and Instructional Coaches will spend time in classrooms, providing immediate feedback and coaching to teachers grounded in observable student behaviors. Additional supports provided to teachers will include modeling classroom management strategies, team teaching, data analysis and student-centered coaching, lesson planning support and specialized professional development.

### ***School Calendar***

URBAN ACT Academy will operate on a 180-day school year calendar. Students will attend school from 7:45 a.m. until 3:15 p.m., with supplemental activities beginning at 3:30 p.m. for selected students. Once a month, students will be released at an early dismissal time of 1:15 p.m. to provide teachers with time for professional development. Below is an example of the elementary and middle school daily schedules, which are designed to maximize core subject instructional time:

URBAN ACT Academy Elementary School Daily Schedule	
Time	Course/skill
7:45 -8:00	Breakfast and Morning Work
8:00 – 8:30	Community Circle
8:30 – 10:00	English Language Arts
10:00 – 10:05	Snack
10:10 – 11:00	Elective Class (PE, Art, Music)
11:00 – 11:30	Lunch

11:30 – 1:00	Math
1:00 – 1:20	Recess
1:20 – 2:00	Intervention
2:00 – 3:00	Science / Social Studies (Alternating Days)
3:00 – 3:15	Closing Circle
3:15 – 3:30	Student Dismissal
3:30 – 4:30	After School Academics

URBAN ACT Academy Middle School Daily Schedule	
Time	Course/skill
7:45 -8:00	Advisory and Morning Work
8:00 – 8:30	Community Circle
8:30 – 10:00	English Language Arts
10:00 – 11:30	Math
11:30 – 12:00	Lunch
12:00 – 12:55	Elective Class (PE, Art, Music)
12:55 – 2:25	Science / Social Studies (Alternating Days)
2:25 – 3:15	Intervention Elective
3:15 -3:30	Student Dismissal
3:30 – 4:30	After School Academics and Extracurricular Activities

### *A Day in the Life of a Scholar at URBAN ACT Academy*

Kenneth is an 8<sup>th</sup> grader at URBAN ACT Academy who has been at the school since he was a 6<sup>th</sup> grade student. He arrives at school before breakfast because he likes to get there early to eat, complete the challenge problem of the day for extra credit and socialize with his buddies before advisory.

As he walks through the doors, he quickly takes off his hat and does a shirt check to make sure that he is ready for school. “Good morning, Kenneth,” Ms. Livingston, the principal, greets him. He smiles back and says, “Good morning” as he completely tucks in his shirt without her gentle reminder. As Kenneth walks into the cafeteria, Mr. Pitt, our dean of school culture, greets him with a high five, “You doing alright today?” he asks. “Yes, sir, I’m ready” Kenneth replies thinking about the note he had written in his pocket. Just yesterday, Kenneth, Mr. Pitt and Ms. Jones, Kenneth’s math teacher, participated in a restorative circle to repair harm. Kenneth, wasn’t prepared for class and didn’t want to miss basketball practice to stay after school and finish his work. When Ms. Jones gave him an admission ticket for after school academics, Kenneth ripped up the ticket, and further disrupted class by stating he wasn’t going to miss practice when he had already done the work and could bring it tomorrow. Ms. Jones promptly got the class back on track, whispered quietly to Kenneth to not mess up his progress, and stated that we would address this during lunch with Mr. Pitt. During the restorative circle Mr. Pitt facilitated, Kenneth was able to reflect on how his actions had a negative impact on Ms. Jones and his classmates. Kenneth suggested that to make it right, he should complete the work after school as Ms. Jones had asked, apologize to the class the next day and miss a second day of



basketball practice to volunteer to help Ms. Jones after school.

After breakfast and before the tardy bell, Kenneth makes his way to his advisory classroom to begin their Community Circle work. Mr. Simmons was his advisor in 7<sup>th</sup> grade and he was happy to continue to work with him as an 8<sup>th</sup> grade scholar. They start circle with a temperature check-in, and reflect on how well their group is following the guidelines in their journals. They each write one value at which they believe they are excelling, and one value in which they could demonstrate improvement.

After advisory, Kenneth transitions into ELA instruction with Mr. Simmons. He loves Mr. Simmons' English class as well. Mr. Simmons always picks the most interesting texts for them to read. They don't always seem to be interesting to Kenneth at first, but the more they discuss the books in class, the more they pique his interests. Today they are starting to read "To Kill a Mockingbird" by Harper Lee, one of Mr. Simmons' favorites. Mr. Simmons framed this as a riveting story about a righteous lawyer and the racially charged trial of a black man. Kenneth was intrigued, especially since they were going to be able to speak with a few lawyers and tour the statehouse as they read this text. Kenneth remembers his mom joking during one of their learning team meetings that he should be a lawyer because he likes to argue. He didn't mind the joke, but thought if he did become a lawyer, it would be because justice is important.

After their reading and discussion of the first chapter, Mr. Simmons asks students to spend some time planning their upcoming projects. They will have a choice in creating a book report blog, a graphic organizer of the story, an oral report or completing a diorama. Kenneth loves to build things with his hands so he spends the last 10 minutes of class thinking about how he will go about planning to create his diorama before the class is dismissed.

Kenneth has math class after ELA. He walks in confidently, ready to read his sincere apology to the class for yesterday's disruption. Some members of the class clap when he finishes, tell him they accept his apology, and remind him, in a light hearted way, to not let it happen again. Kenneth smiles and returns to his seat. Ms. Jones promptly starts today's lesson, walks by Kenneth's desk and whispers "thank you" before moving on to check on another student's work. They have a lot to do to prepare for the next benchmark assessment in two weeks. After reviewing the initial independent assignment as a class, Ms. Jones prompts students to begin their rotations. She pulls 4 students to back of the classroom to work on previously identified areas of support. The remaining students move to different parts of the room to complete independent or collaborative work. Some students work independently on computers, some work independently at their desks and another group works collaboratively to solve a multi-step challenge problem. Today is Kenneth's turn on the computer. He works diligently because he is very close to completing his next goal in math and wants to be able to report that on his Individualized Learning Plan and conference next week.

After math, Kenneth heads to lunch. At lunch he is able to sit with his friends from his advisory class. Thursdays are his favorite because that means pizza and the salad bar, of course! He wonders if there will be a new vegetable or fruit available to try. Many of his friends weren't too impressed with the lychee nuts last week, but he enjoyed them.

Kenneth's next class is science. He had hated science at his last school because his teacher always lectured, showed boring power points and had the students take what seemed like endless pages of notes. In Mrs. Williams class, they get to conduct experiments and make observations like real scientists. He smiles at the 88 he received on his weekly quiz. He was sure that he was going to have an "A" this quarter in her class, or maybe a "B+".

Finally, Kenneth's last period of the day is his math intervention class because he needs the extra support most in math. For this class, his teacher is Mr. Miller. The cool thing about this class is that it specifically targets the skills in/on which Kenneth needs the most help, and at the end of the week, when he shows progress and hit his goals, he and other students who do the same are recognized at the 8<sup>th</sup> grade town hall meeting. During town hall meetings, sometimes guest speakers come in to talk with them about leadership and the skills that made them successful. It is cool when students are recognized at the end of the meetings in front of the guests. Kenneth makes sure to ask his question about one of the homework problems he struggled with in order to be prepared for their weekly assessment in class. He is anxious to see how much his score will improve since last week.

At dismissal, instead of heading to the gym for practice, Kenneth grabs his belongings and heads back to Ms. Jones' room to assist her as promised. Ms. Jones' shares some leftover fruit from her lunch and they sit and talk for a few minutes about his growth and the progress he has made this year. She encourages Kenneth to keep making good choices before she has Kenneth clean her whiteboards. Once Kenneth finishes that tasks, she releases him early so that he can attend the last 30 minutes of basketball practice. Kenneth is grateful for her generosity and quickly heads to the gym to meet his coach and teammates.

### ***A Day in the Life of a Teacher at URBAN ACT Academy***

Mrs. Thomas is a founding 7<sup>th</sup> grade English Language Arts teacher at URBAN ACT Academy. She arrives to school at 7:15, 15 minutes before her morning duty begins. Upon arrival, she greets her colleagues and pours a cup of coffee in the faculty community room, reads the principal's Morning Memo, and ensures her classroom is prepared to receive her students.

At 7:29 she makes her way to her morning duty post in front of the student restrooms, saying hello to Mr. Smith, the school's custodian who takes the time to give the water fountain an extra wipe down as he makes his rounds. As soon as the school doors open, the vibrant energy of the students and faculty fills the building. Mrs. Thomas makes eye contact with every student and cheerfully welcomes each with a "Good Morning" greeting and words of encouragement for the day. She is careful to take note of any student who is visibly upset or who expresses a concern. She knows that she can quickly inform any of the faculty available during the first period to check-in with a student or group of students who may need an intervention first thing in the morning. As Mrs. Thomas greets each student, she reflects on how important it is for students to be "seen," and she smiles as she hears the students reply with a "Good Morning" and a "You, too" to her greetings. She remembers how some students barely made eye contact at the beginning of the school year and how many appeared skeptical of genuinely positive interactions

with faculty. She thinks about how significantly the culture has evolved in such a short amount of time and appreciates these brief but meaningful interactions that start the day.

As the student flow slows and students begin to arrive at their classroom doors, Mrs. Thomas returns to her own classroom to wait at the door for her advisory class to form a line. Her *Teach Like a Champion* “threshold” routine is well established and provides both structure and efficiency to start the class. Mrs. Thomas gives a silent signal to indicate she will address the class, and upon having 100% attention, she says, “Good morning, scholars. When you come in, you’ll need your written reflections from your homework last night, your journal, and a writing utensil to start the ‘Do Now’.” The students walk purposefully into the classroom, and Mrs. Thomas greets each by name. The students then quickly find their seats, take out their reflections and journals and get started on the “Do Now.” Mrs. Thomas sets a timer and takes attendance.

For the “Do Now,” Mrs. Thomas has written a quote on the board for reflection along with directions for the type of written response students will complete. This quarter, the students are learning about unsung heroes and their role in fighting for justice. Mrs. Thomas selected the quote, “The most potent weapon in the hands of the oppressor is the mind of the oppressed.” This quote by Steve Biko is one of many quotes that Mrs. Thomas uses to peak her students’ curiosity in order to begin to build their background knowledge for engagement with complex texts. For this activity, students are asked to respond to the quote by generating questions. Students read and re-read the quote and write down questions that come to mind about the meaning of the quote and the author. As students record their questions, Mrs. Thomas walks through the classroom and provides support for students struggling to write questions. She also determines which students she will “cold call” to share their questions for discussion. At the sound of the timer, Mrs. Thomas directs students to move their chairs to form the Community Circle. She then calls on students to pose their questions, and she facilitates a discussion according to a protocol the class has been using to promote thinking aloud while building upon one another’s ideas. As the discussion comes to a close, Mrs. Thomas directs the students to jot down one idea that stood out to them as a result of the discussion. She then calls upon a student to share his/her idea and uses this as a bridge from advisory to ELA instruction.

For today’s class, Mrs. Thomas divides the class into groups according to each student’s progress in the writing process. The students are working on written narratives based upon research they have done into the lives of unsung heroes of the Civil Rights Movement. To prepare for this writing, the students visited a small Indy Park named after Attorney Frank Beckwith. The students researched the significance of Attorney Frank Beckwith to determine why he is considered an unsung hero of the Civil Right Movement. As a class, they developed a written narrative snapshot of what they determined was the most important event in his life--the event that made him an unsung hero and one worthy of having a city park in his name. This work served as a model for the independent research and narrative writing each student is doing about unsung heroes of the Civil Rights Movement.

After all students have begun writing, Mrs. Thomas moves from group to group providing targeted instruction based upon demonstrated need. Before wrapping up with each group, Mrs.

Thomas notes her observations of each student's writing proficiency and areas of growth. Three minutes prior to the end of the class, Mrs. Thomas calls upon one student from each group to share a reflection on his or her learning from the morning, and she ends the class by sharing an excerpt from a student's writing that highlights an important idea about the researched unsung hero and models exemplary writing.

At the sound of the bell, Mrs. Thomas grabs a small stack of student narratives, her planning/pacing guide, and her laptop, and walks down the hall to her fellow 7th grade ELA colleague's classroom. She is grateful to have a weekly common planning time to collaboratively evaluate student work and instructional practices to plan for future lessons. During today's meeting, the school's literacy coach facilitates the meeting to help the teachers identify specific vocabulary development objectives that will help to strengthen the areas of growth evident in the student narratives. After critically analyzing the student work, identifying objectives, and creating a differentiated lesson plan for the next class, Mrs. Thomas leaves the meeting inspired and prepared to execute the plan. She and her colleague will record and observe one another's upcoming lesson, and they will then meet after school to view and discuss the observations following an observation protocol that was introduced and practiced during professional development.

At 11:30, Mrs. Thomas drops off her planning materials to her classroom and heads to the student cafe to join her class for the first half of their lunch period. She brings a short list of unanswered questions from the class's advisory "Do Now." As she enters the cafe, the students push a couple of tables together and make a space for Mrs. Thomas to join them. A couple of students express excitement over the prospect of their questions being the topic of discussion, and after a warm greeting, Mrs. Thomas poses the questions. The students actively engage in the discussion and practice using the phrases and discussion techniques they've learned in class. After a robust discussion, broken up only by short pauses to eat and drink, Mrs. Thomas excuses herself for the second half of the lunch period, and informs the students of their goals and objectives for the following week.

When Mrs. Thomas returns to her classroom, she checks her email to see if a parent whom she tried to reach by phone to discuss her child's recent struggle and success has returned her message. Sure enough, the parent has sent a text-to-email to let Mrs. Thomas know that she is available to talk later in the evening but needs to know right away if she needs to address something with her son. Mrs. Thomas carefully prepares a brief message to alleviate the parent's concern and affirms that she will call in the evening. After leaving this message via voicemail, Mrs. Thomas finishes her lunch, opens the classroom windows to let in the breeze and sunshine, and proceeds to the art room to provide support for students in art.

In art, the students are refining the nature renderings they started during one of their visits to Beckwith Park. In addition to researching the significance of Attorney Kenneth Beckwith in ELA following their visits to Beckwith Park, the 7th graders are learning how to create botanical illustrations of the plants they identified there. The art teacher models form and color techniques while Mrs. Thomas supports a small group of students who have small group instruction listed on their Response to Intervention plans. Mrs. Thomas cherishes this time because it strengthens

her relationship with these students. She knows she can use what she learns about her students in art in the ELA classroom.

After art, Mrs. Thomas heads with her students to the Science lab based on the collaborative plans the grade level team came up with last week to connect their classes. In science, the students are completing physical maps of Beckwith Park while learning about the natural history of the landscape in Indiana. During this class, Mrs. Thomas leads a lesson on labeling to small groups of students who rotate between the science teacher, a model building center, and Mrs. Thomas. Her presence and involvement in the instruction of these other disciplines demonstrates the interconnectedness of learning and also the importance of the school community.

At the conclusion of science at 2:25, Mrs. Thomas returns to her classroom to provide reading intervention instruction. Through a partnership with the local public library, Mrs. Thomas has been able to select high quality texts at various reading levels. Today, the students are reading independent level books about the Civil Rights Movement that have been carefully selected for developmental appropriateness. Mrs. Thomas is helping the students develop oral fluency and comprehension through reading aloud exercises and questioning techniques.

At the end of her intervention class, Mrs. Thomas offers her own reflections on the day and provides anecdotes of student learning and successes. She is intentional with leaving her students with an idea to ponder and words of encouragement to carry them home. After the last student is dismissed from her class, Mrs. Thomas stops by the faculty community room to grab a piece of fruit and bottle of water before heading to a meeting with the Restorative Justice faculty committee. This afternoon, the committee reviews the student issues from the week and makes a plan to provide faculty support for the students and families involved.

At 4:45 Mrs. Thomas leaves for the weekend reflecting on the week's challenges and accomplishments with a sense of gratitude and hope for the work being done to fulfill the mission of URBAN ACT Academy.

## **B. Academic Standards**

Through our place-based educational model, URBAN ACT Academy will change the way that Indiana's academic standards and content are integrated into curriculum. URBAN ACT's curriculum will hold students to grade-level and content expectations consistent with the expectations of students throughout the state of Indiana. In addition, because the chosen curriculum is also aligned to the Common Core, students at URBAN ACT will be able to compete on a national level with students from other states. The main focus of lessons remain aligned to the Indiana Academic Standards, however, student learning is enriched through engaging opportunities that directly connect to 21st century skills including collaboration with others through discussion and shared learning experiences, critical thinking and problem solving, as they tackle real-world challenges in their communities, creativity and linking learning across the different disciplines and improved communication as they listen, question, speak and write about their new learning.

An example of what 8th grade students will be able to do upon completion after successfully completing our program are as follows:

Following students' demonstrating their understanding of the standards on content and grade-level assessments, students will also be able to show what they know through culminating, public exhibitions that take place at the end of the 2nd and 4th quarter. An additional goal of place-based learning project will be the creation of an activity, organization or solution that will lead to improving the lives of others. Some examples could include helping to plant native plant species in a local park, establishing and maintaining worm farms for composting, developing a podcast to give information to a refugee community, creating a mentoring program for younger students. In front of an audience of their peers and other invited guests, students will create and assemble artifacts that showcase their learning and present it in an organized way. Attachment K refers to the rubric that be used to evaluate students' work products.

### **Grade Level Promotion**

URBAN ACT Academy holds the belief that grade retention is not the best intervention for underachieving students. Findings from school psychologists Anderson, Whipple and Jimerson indicate, "On the individual level, many more boys are retained than girls, more minority students are retained than white students. Retained students are more likely to display aggressiveness, to have a history of numerous school changes and absenteeism."<sup>12</sup> Another factor to consider is whether teachers are addressing the root of the problem leading to the recommendation of retention.

Retention will be only be considered after a number of prevention strategies and interventions have been identified including early identification of students performing below grade level expectations, additional tutoring, and increasing the amount of direct instruction. In addition the learning team will coordinate a more comprehensive support of services for the student as needed. Supports may include resources aimed at addressing socioemotional or behavioral needs of the student.

When determining a student's' promotion to the next grade level, teachers will review a number of factors including:

- Student performance on state assessments
- Documented growth towards grade level standards evidenced by formative or interim assessments or report cards
- Satisfactory completion of public exhibitions
- Progress on academic interventions or modified goals
- Attendance

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<sup>12</sup> Shane Richard Jimerson, Gabrielle E. Anderson, and Angela D. Whipple, *Winning the battle and losing the war: examining the relation between grade retention and dropping out of high school. Psychology in the Schools.* 39. 441-457/ doi:10.1002/pits.10046

- Social development
- Learning team recommendations during team meetings

The learning team will make a formal recommendation for retention of at-risk students no later than the 3rd quarter to ensure the proper interventions are in place to assist with improving student achievement outcomes. The principal reserves that right to make the final determination after all factors have been considered.

### **C. Curriculum**

URBAN ACT Academy will utilize the Engage NY Curriculum to provide students with rigorous and evidence-based lessons that will help them perform, meet and exceed the required expectations of their grade level in the main subject areas of literacy and math. Engage NY will serve as the foundation of student learning while teachers augment lessons or projects to connect learning to real-world issues and needs. Additionally, Engage NY was chosen for its ability to provide students with foundational concepts. The interconnectedness of the units and the way the content builds continuously as students progress through the modules supports understanding new information while building on prior knowledge, which complements the place-based design of URBAN ACT Academy's instructional model. Each module focuses on a theme, further supporting the teacher's ability to engage students with related learning outside of the classroom. Engage NY also provides meaningful assessments that support the personalized learning and targeted instruction components of our educational model. The assessments allow teachers to easily identify student mastery and misconceptions that they may need to address. Students are also able to self-monitor and direct their own improvement efforts based on the nature and design of some of the Engage NY assessments.

The curriculum team will consist of a lead teacher and the principal; both will spend time throughout the year monitoring and supporting effective implementation of Engage NY with place-based learning, ensuring that the content covered through this curriculum is aligned to the Indiana Academic Standards and that students are provided with multiple opportunities to meet these standards.

Teachers will receive customizable pacing guides for ELA and Math to serve as a roadmap for instruction. These pacing guides will outline the specific skills to teach and the academic standards a child should master each week. During weekly planning meetings, our teachers will carefully structure lesson plans in both core subjects to align to Indiana state standards, as well as to provide a clear progression of skill over the course of the calendar year for students. Teachers will submit prepared lesson plans to our principal or instructional coach as designated by the principal on Mondays of each week. The plans should be listed with annotations for how they will incorporate whole group instruction, small group instruction and individualized support for specific students. Teachers will receive feedback to support implementation from the instructional leaders. Principals and instructional coaches will observe classrooms daily to ensure that lessons are being implemented as designed and that content is appropriately challenging for each student.

Engage NY provides a set of tools and resources to help teachers develop differentiation strategies based on student skill levels, and each is designed so that the cognitive demands on scholars are appropriate for their developing abilities. These curricula are supplemented by a wide selection of age-appropriate and culturally relevant materials that students can use for independent study.

Literacy Curriculum Engage NY: The Engage NY ELA curricula include six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the CCSS for ELA & Literacy and the Indiana Academic Standards. Each module will culminate in an end-of-module performance task which can provide information to educators on whether students in their classrooms are achieving the standards. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources. An example of an 8<sup>th</sup> grade module and a reading list for Engage NY for grades 3-8 is included in Attachment I.

Math Curriculum Engage NY: Engage NY Math is a comprehensive math curriculum that was developed with the support of the New York State Education Department. Lessons allow for teacher flexibility so that what is happening in the classroom can meet both the standards and the students' needs. Math modules include a significant number of practice problems, which gives students lots of opportunities to practice and apply their knowledge. Rubrics allow teachers to evaluate the quality, rigor, and alignment of their lessons. An example of a 7<sup>th</sup> grade math module is included in Attachment J.

Foss Science: FOSS (Full Option Science System) is a research-based curriculum for students in grades K-8. The FOSS Program bridges research and practice by providing tools and strategies to engage students in learning experiences that lead to a deeper understanding of the natural world.

Social Studies/History: For this subject, URBAN ACT Academy intends to connect the Indiana Achievement Standards and the Engage NY curriculum to other sources to develop a unique social studies curriculum. The teachers will have time and guidance during our summer professional development institute and throughout the year during content planning meetings to make these connections. As additional support for developing this content, teachers will have access to numerous supplemental resources. For example, for older students, Facing History and Ourselves is one resource that we will use to examine the relationship between historical events and present day circumstances that students are confronted with in their own lives. This will help our students to become more informed while pushing their thinking on what changes are needed and how they can be a part of the movement towards reform. Work to identify a similar version of this for younger students is currently being done.



Personalized Learning Software: URBAN ACT Academy will use a research-based, adaptive blended program, such as i-Ready, which provides students with a pathway for more personalized learning. The i-Ready diagnostics evaluate a student's current level of achievement and enables teachers to track growth over time. I-Ready also is correlated with, and a predictor of, how well students will perform on standardized state assessments. When solidifying the choice for this learning software the following criteria were identified:

- Adaptability: the extent to which software addresses special needs student populations;
- Standard Alignment: the extent to which software is aligned with overall learning goals;
- Addressability: the extent to which software can target specific standards;
- Rigor of Content: the extent to which software addresses varying levels of learning needs and promotes deeper understanding of standards; and
- Engagement: the extent to which software uses age-appropriate and multi-sensory materials to engage students.

#### **D. Assessment**

The URBAN ACT school community will use frequent assessments as a way of indicating progress towards goals and achievements. Teachers will use students' daily work, weekly quizzes and interim assessment data to determine the appropriate tools and resources to use each week for core instruction, supplemental instruction in small groups and personalized instruction during individual work time. Students will be taught to continuously analyze and reflect on their own progress towards goals, which is a critical part of them developing ownership of their learning and improvements. Leaders will also engage in data-based conversations linked to our school-level goals, making timely plans to address gaps.

URBAN ACT Academy will measure the progress of individual scholars, scholar cohorts, and the school population as a whole on a daily, weekly, quarterly and semester basis. The school will implement meaningful assessment systems and tools that includes the administration of standards-aligned tests; diagnostic, formative, benchmark and summative assessments. URBAN ACT Academy will develop protocols based on Paul Bambrick-Santoyo's work in *Driven by Data* to ensure rigorous analysis of data and procedures for using results to inform instructional planning, program evaluation and accountability are in place. Teachers, leaders and students will participate in the assessment process and use the information we receive to provide personalized learning and the best educational plans for each student's success.

As a whole, the academic evaluation approach consists of the following combination of standardized and teacher-developed assessment instruments:

Diagnostic Assessments: We will use diagnostic assessments to determine a baseline for students' knowledge, skill levels and interests, and to identify signs of special needs as part of our Response-to-Intervention (RTI) process:

- Fall, Winter, Spring NWEA MAP Assessment: The NWEA Measures of Academic

Progress (MAP) tests are computer adapted tests that help teachers identify student academic achievement needs and evaluate growth over time in math and reading. The assessment also provides comparative data that can indicate student achievement in relation with other students, nationally. Furthermore, NWEA provides a number of resources and tools to support teachers with personalized learning and target instruction. Results of the assessment will be shared with students and teachers within 24 hours. Student data reports will be provided to parents and guardians after each round of assessment and will also be given as requested.

- Adaptive software placement quizzes: These diagnostic assessments, within i-Read, provide additional data in math and reading. Students and teachers will have immediate access to results upon completion of the assessment. In addition, the results from these assessments will be used to further personalize learning for students given their exceptionalities.

Benchmark/Interim Assessments: Teachers will administer quarterly benchmark assessments to measure progress towards goals:

- Quarterly ELA and Math Benchmark Tests: Based on our scope and sequence documents, teachers will implement quarterly benchmark assessments accompanied with the Engage NY end of module assessments to evaluate student mastery of content in ELA and math. The instructional coach will work to create the quarterly benchmark assessments using the test bank from Five Star Technology Solutions or other assessment provider as determined by the instructional team. These assessments are both cumulative, in that they evaluate skills learned both in a current week and in all previous weeks, and are aligned in substance and grading scheme with the ISTEP or ILEARN exam (as resources become available) to familiarize students to the format of state standardized assessments. In addition, assessments are designed to be both highly rigorous and to provide immediate feedback to students. Teachers will use time during staff development days to review the results, analyze student strengths and opportunities for growth, identify misconceptions and make a plan for reteaching. Results will be shared with students and families on progress reports.
- Bi-Weekly Writing Prompts: As part of our writing program teachers will develop grade-wide writing prompts and use rubrics to evaluate mastery of skills. Writing prompts are delivered in a format and setting similar to past standardized assessments.

Formative Assessments: Teachers will be expected to create or identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction. Students will also be taught how to use formative feedback to maximize their own learning:

- Questioning: Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom's Taxonomy and Webb's Depth of Knowledge to ascertain students' content knowledge and conceptual understanding.
- Checklists: Teachers will develop grade-wide checklists to identify student mastery of specific skills. These tests extend student assessment beyond the Screening tests and are used to inform instruction relative to the skills of phonological awareness, phonics,

number sense, and computation.

- Observation and Conferences: Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction. Students will use this information to inform their personalized learning plans and plan to discuss their progress and next steps with their learning teams.
- Rubrics and weekly assessments: With guidance from instructional leaders, teachers will develop grade-wide rubrics to evaluate student work, especially writing and projects. In addition, teachers will develop weekly assessments tied to our pacing guide and state standards, as described under benchmark/interim assessments.
- Adaptive software assessments: One of the criteria for selecting computer-based content providers is their ability to provide built-in assessments that offer immediate feedback. This allows both students and teachers to determine mastery and pace instruction appropriately. Moreover, families can monitor students' learning and administrators can evaluate programs and teachers.

Summative Assessments: Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards and other additional assessments:

- ILEARN: All eligible students will take the state's ELA and math standardized exams. We understand that this testing system may change and will administer all assessments required by the state.
- Unit Tests: Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be place on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.

## E. Goals

URBAN ACT Academy is determined to improve the educational outcomes for students. Our priority is to advance student achievement in a variety of measureable ways. This is how we can be sure we doing our part in closing the achievement gap and preparing our scholars to pursue their passion and make a difference. In addition to the intense focus on our goals, we understand that our organization must be operating at the highest capacity so that we can guarantee success over time. Because of this, we have set the following performance goals related to student achievement and our operational excellence:

Performance Goal	Description
Academic Goal #1	Scholars will participate in a culminating, public exhibition that showcases a high quality product or performance.
Academic Goal #2	Scholars will be able to articulate and illustrate growth and progress toward their Personalized Learning Plan goals by the end of the year.
Non-Academic Goal #1	Eligible scholars will re-enroll in our school the following year.
Non-Academic Goal #2	Families will report on our end of year survey that they are satisfied

	with their child’s learning experience at our school.
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Please see attachments K through N for additional information on how URBAN ACT Academy will report performance on these goals.

## **F. Support for Learning**

URBAN ACT Academy desires to create a safe, healthy school where everyone in the community feels a sense of belonging and significance. Learning is optimized when there are positive and strong relationships between adults and students. For this reason, the school culture will be founded on the principles used in creating Restorative Community spaces and using Circle Practice to develop relationships between community members.

The framework of Restorative Practices relies primarily on educating the whole child to foster a healthy community. Educating the whole child means caring for the child and providing to make sure that all of the child’s needs are met. This includes their academic needs along with their physical, emotional or social needs. Not all scholars come from homes that provide safety and security. Trauma or adverse childhood events can cause students to misbehave or make poor choices. Through frequent dialogue and communication, staff will work to uncover the root causes of misbehaviors to try to understand why the behavior occurred and what can be done to restore the child to make it right.

Restorative Practices also stresses the importance of building strong relationships between individuals as a way to develop trust. When trust is present, students understand that they are cared for which is essential to their cognitive and socioemotional learning.

URBAN ACT Academy also aspires to create a connectedness amongst all community members including students to adults, adults to adults, and students to other students. How others are treated matters and is important to help create safe spaces and a positive climate and culture.

Teaching students that a specific misbehavior is wrong and helping them to choose a better or more appropriate behavior in the future is the philosophical approach that URBAN ACT Academy will take to discipline students. Restorative Practices includes Restorative Discipline which allows staff members to address student misbehavior in a way that maintains the student’s dignity while holding them both accountable for their wrongdoing and to making it right, and bringing a resolution to the situation. While punitive discipline mainly affects the person who did the wrongdoing restorative discipline addresses the one who committed the infraction and the ones who were impacted by it.

A core belief of restorative practices is the assumption that everyone wants to have a positive relationship with themselves and others. Therefore, the crux of this approach depends on the quality of relationships within the school and ensuring that all students feel cared for. Students with special needs that prevent them from understanding or responding appropriately to components school rules or expectations will have those exceptions incorporated and addressed

in their IEP. Parents and guardians can assist the school in finding effective strategies for positive behavioral interventions and strategies for the IEP. The Learning Team will participate in the development of an IEP to help determine behavioral goals and to identify strategies that will reduce behavioral difficulties. These plans will include the special education and related services interventions designed to assist the child in maximizing her/his social responsibility. Behavioral goals, as with academic goals, will be measurable, reviewed and modified as needed.

To further manage school-wide behaviors URBAN ACT will employ Positive Behavior Intervention and Support (PBIS) which requires the school to articulate its core values and set expectations for behaviors throughout the school and within interactions. Additional strategies the school will use to develop a positive culture include daily circle time with students using the Restorative Practices Framework. The school will also schedule a whole school town hall meeting once a month to further build the school community, celebrating the staff and students for achievements related to academics and/or accomplishments that highlight our “ILEAD” core values and other positive character traits. Families that attend the school will be invited to attend quarterly Family University or “Fam U” after school programs to learn more about our educational model and learning strategies. Fam U events will be centered around themes related to academics, art and community service. URBAN ACT Academy will build strong ties to the community with events such as our “Community Cafe”. During these monthly events we will invite families, neighbors and other stakeholders within our community to break bread with us while discussing different topics related to school improvement and community empowerment. URBAN ACT Academy strives to be inclusive of all families and for these reasons will host events like, “Special Person’s Day” or “Food with My Favorite” where a child can bring in a guest that is special to them for a dinner/dance or to have breakfast.

The school will communicate with families through a variety of ways including through the web and social media, newsletters, phone calls, text messages and through home visits. The school will have an open-door policy meaning that families can observe their child at school at any time and make an appointment to speak with teachers or school staff members when it does not interfere with instruction.

Parent and guardian satisfaction will be gauged through the use of surveys and tracking of concerns or complaints. Student enrollment retention data will also be tracked and analyzed with exit surveys being administered to parents who choose to withdraw from our program. Survey information will be posted near the main office, one week from when the survey window closes. Results will be shared with families in newsletters and at meetings along with actionable next steps to maintain a high rate of satisfaction or to improve the rate if it falls below 80% as indicated in our non-academic goal.

## **G. Special Student Populations**

To best serve all students well, interventions will be put in place and used to identify, and quickly provide support to, students who struggle. A student study team will conduct a review of multiple data sources to identify students in need of academic and/or socio-emotional supports.

Students are identified if they show any of the following issues: a) failing or in danger of failing multiple subjects, b) illustrate consistent behavioral issues in class, c) are having constant tardiness or attendance issues. The team will then move students through the Response to Intervention (RTI) process, providing multi-tiered services that will build in supports to the scholar's individualized learning plan.

### Tiered-Service Model for At-Risk Intervention

The goal of our RTI process is to intervene and mitigate any underlying issues a student presents with before undergoing an evaluation for Special Education services. RTI combines assessment and instruction intervention in order to provide the remediation skill needed to prevent failure. We identify students at risk of having learning difficulties or failure in relation to specific learning outcomes and then plan intervention/instruction. Each student's progress is monitored and the intervention/instruction is adjusted based on the student's performance. RTI is a specific way to provide students with the supports they need, early, so that no students are left without a plan to achieve success. The RTI process is based on the following tiers of support:

- Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions: All scholars receive high quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All scholars are screened on a periodic basis to establish an academic and behavioral baseline, and to identify struggling learners who need additional support. Scholars identified as being "at risk" through universal screenings or standardized tests will receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it will generally not exceed 8 weeks. During that time, scholar progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, scholars showing significant progress are generally returned to the regular classroom program. Scholars not showing adequate progress are moved to Tier 2.
- Tier 2: Targeted Interventions: Scholars not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. A longer period of time may be required for this tier, but it will generally not exceed a grading period. Scholars who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.
- Tier 3: Intensive Interventions and Comprehensive Evaluation: At this level, scholars receive individualized, intensive interventions that target the scholars' skill deficits. Scholars who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services. The data collected during Tiers 1, 2, and 3 is used to make the eligibility decision.

Training and support will be given to general education teachers so that they are knowledgeable about the needs of students with disabilities, and are prepared to provide the support, accommodations and/or modifications necessary to support the student's plan. The school will also commit to providing a schedule that allows the student to receive additional intervention outside of the classroom, while minimizing the disruption to their regular instruction.

### Special Education

Should our tiered support system identify students as having a disability, these URBAN ACT Academy students will be taught in the least restrictive environment and in accordance with their Individualized Education Plans (IEP's). The special education team, the learning team and any advocates are welcome to meet to discuss the student's needs and a plan for support. Under the direction of a lead teacher or special education coordinator who will help facilitate these meetings, the team will first identify scholars who require initial testing, follow up to ensure IEP's are written to best meet the needs of the scholar and that we are in full compliance with the Federal IDEA guidelines and Article 7. The lead coordinator or teacher will conduct annual reviews for each student's IEP and ensure that parents and guardians are regularly informed of their child's progress. The school will make every effort to attain the records from a child's previous school within a reasonable amount of time so that implementation of services can begin quickly. Once obtained, a thorough review of student IEP's and 504 Plans will be conducted so that the school can determine which services can be provided in house and which services need to be contracted out to other providers. The school will be prepared to contract out additional education support for speech and language therapists, occupational therapists, psychologists, social workers and counselors as needed to meet students' individual needs and IEP goals.

### English Learners

Prior to the start of the school year, a Home Language Survey will be administered during the enrollment process, which will identify scholars who are English Learners. Identified scholars will be screened using the WIDA Access assessment to determine their level of English Language Proficiency.

Once the student's native language and English proficiency is identified, we will work to develop a specific plan of support to meet the language needs of the child. The Engage NY curriculum offers support and translated modules for English Learners. All staff members will receive training on how to best support EL scholars as a part of our ongoing professional development. Additional strategies for support will be developed by a lead teacher and built into the student's Individualized Learning Plan.

### Academically Gifted Students

URBAN ACT Academy inspires challenge and achievement at all levels. It is a belief that all students should advance academically and can articulate growth made from fall to spring. Through personalized learning and targeted instruction methods, students who are performing at

the highest levels will receive opportunities for enrichment allowing them to go deeper into the content and/or to receive the next grade level of instruction. The schedule, which permits time for individualized learning, the student's PLP and the adaptive software, are all supports that teachers can utilize as opportunities to engage students further.

### Grade Level Retention

We believe that through our personalized learning model, we will ensure that the vast majority of our scholars are able to promote to the next grade each year. Students will receive substantial supports through our instructional model to prepare them to meet the requirements needed to pass on to the next grade level. Students will not be promoted to the next grade until all requirements for their current grade level are met. Multiple data points in conjunction with the student's PLP will be reviewed by the learning team and administration to determine additional supports beyond the school year. Summer school will provide students with an alternative pathway for more intensive academic support if they are significantly behind in math or English Language Arts. At the conclusion of summer school, a final decision on a student's retention will be determined by the principal.

## **III. Organizational Viability and Effectiveness**

### **A. Human Capital**

#### Staff Selection and Hiring

The goal of URBAN ACT Academy is to reach every child and move them to deliver high outcomes. To accomplish this the school must identify, cultivate and leverage the most qualified and talented professionals who will work with with relentlessly and in the spirit of the core values of ILEAD to achieve the ambitious goals that are set.

A teacher at URBAN ACT Academy will be directly responsible for the social, emotional and academic development of all students. S/he directs all classroom activities and works as a member of a collaborative team to plan for student needs, evaluate student progress, create and maintain a supportive and positive school culture, and design and implement program improvements. S/he is responsible for managing the individualized program of each student and involving parents in planning and assessment of their children's educational activities.

The ideal candidate will be able to demonstrate a high level of organizational, planning and management skills. They will be able communicate effectively in oral and written form. They will possess the ability to set and monitor goals. They are achievement oriented and will be able to model the following character traits for URBAN ACT Academy scholars, including integrity, compassion, creativity, intellectual curiosity, flexibility, persistence and accountability. Prospective applicants must also be prepared to bring the joy factor into lessons and interactions with students.



URBAN ACT Academy will seek candidates that possess at minimum a Bachelor's degree and a valid teaching license or certification. To recruit exceptional candidates URBAN ACT Academy will market positions through multiple platforms. The school is currently working with the IT company, TechAdemics, to set up a website and social media presence. The website will be used to detail general information about the school, share the vision and core values, highlight attractive working conditions for prospective teachers, and enable interested applicants to apply directly through the site. The school will also advertise open positions on job posting sites and through various social media outlets. URBAN ACT Academy will utilize their existing partnership with Teach For America to select new teaching candidates as well as look into their alumni network for experienced teachers and aspiring leaders. URBAN ACT Academy also intends to collaborate with TNTP's Indianapolis Teaching Fellows program to recruit teachers and alumni. The school will reach out to area colleges and attend local and regional career fairs to share the model and invite applicants to learn more and apply to work at the school. What will attract candidates will be the uniqueness of the place-based model, exceptional professional development, and leadership cultivation of teachers.

The selection process will begin with candidates applying for positions through a link on URBAN ACT Academy's website for initial screening. Select candidates will be invited to participate on a phone screen to determine whether or not to move forward in the process. Strong candidates will receive an invitation to participate in an in person process. Candidates not initially moved forward will be flagged for potential follow up or marked as do not hire.

Each week the school leader will set aside time to review and screen applicants, adding new applicants to a tracker for our internal records. Review will consist of looking over candidates cover letter, resume and brief hiring activity which will require a writing sample, noting what makes the person a successful prospect. A phone screen will be offered and scheduled as a next step to candidates invited to move forward in the process. The next step for an applicant who moves on will include an in-person interview or Skype/FaceTime interview if the candidate is out of town. Applicants who are not moving forward in the process will receive a rejection email within 24 hours. In person interviews will take place with a team (Principal, Board Member, Current Staff Member (if applicable) Prospective Parent and/or Community Partner). The in-person interview may consist of any of the following activities: model lesson and debrief, data analysis activity, role-play activity, followed by a period of questions and answers.

### Professional Development

Professional Development (PD) at URBAN ACT Academy is centered around the goal that every scholar will be assured a teacher ready to empower students, cultivate strong relationships and move students to success through delivery of rigorous learning opportunities.

All new staff members will be required to participate in a two week orientation that will lay the groundwork for a remarkable founding school year. This orientation will help teachers identify and focus on the essentials to start strong and keep growing. Staff members that complete this training will hold the most essential knowledge, skills and mindsets necessary to lead classroom

culture, deliver rigorous content and clear instruction, and build strong relationships on day-one. Solid mastery of foundational skills now will mean that advanced skills can be added in the school year. Teachers will develop through a culture of practice, feedback and self-reflection that makes concrete, continuous improvement habitual. Teachers will receive training to operate purposefully and with sensitivity to the significant role that they may play as new teachers in our identified community as well as the challenges and responsibilities that come with this new long-term commitment to our neighborhood. URBAN ACT teachers will internalize that any techniques to lead classroom culture and deliver rigorous instruction are impactful only in tandem with meaningful relationships with students, families, and the school community.

Because great teachers literally change lives, URBAN ACT Academy will work to ensure its teachers are truly great, with great teachers being defined as having an unwavering commitment to excellent instruction and being able to provide students with a thriving, equitable education that will prepare them for the demands of college and career. To achieve this, the school will work to train, coach and further develop teachers throughout the year during various coaching cycles. The principal and instructional coach will be the primary source of support for the teacher who will observe and provide feedback to improve teaching on a weekly basis. Additional supports will consist of live coaching teachers, modeling best practices or “in-lesson coaching” in the classroom with students, lesson plan development and instructional planning and data analysis. URBAN ACT Academy will use a rubric to support the teacher in identifying strengths and targeting areas for improvement.

#### Staff Evaluation

Effective teachers have the ability to make a huge and lasting impact on the lives of students. For this reason, URBAN ACT Academy has the responsibility to make sure that the teachers that are hired are capable of achieving real, measurable results for students. The school will use an Assessment of Classroom Effectiveness (ACE) rubric adopted from TNTP’s teacher development program to carefully evaluate the performance of teachers and to ensure that they are building or maintaining the critical skills that great teachers possess. ACE is more than an evaluation system, it is designed to give teachers regular and meaningful feedback and insights about their practice. The tool will also be used to help teachers identify their strengths and opportunities for growth. One of the goals of this practice is to ensure that teachers have concrete data and evidence to know where they stand and also what they need to do to address high priority development areas.

#### Staff Hiring Plan

##### Year 1

Position	Number of Staff
Principal	1
Operations Manager	1

Director of Culture	1
SPED Director	1
Teacher	6
IT Staff	1
Specials Teacher	2
Teacher Assistant	3

### Staff Compensation

Employees will be paid in accordance with administrative guidelines and an established pay structure/salary scales that takes into account prior teaching experience and levels of completed formal education. Employees may be eligible for performance pay to promote professional growth, commitment to excellence and retention of high quality teachers. Provided there is sustainable funding staff will be able to receive additional pay based on student achievement and growth, demonstration of professional competencies on the evaluation tool and other value-add measures that illustrate the staff member's commitment to excellence. URBAN ACT Academy's pay plans may be reviewed by the Board of Directors each year and adjusted as needed.

### Staffing Special Education

URBAN ACT Academy will hire a Special Education Director to support students with special education needs and teachers who will help implement IEP's for students. This Special Education Director will be responsible for writing and managing student's IEPs and will act as the teacher of record. They will also be responsible for completing the needed paperwork associated with state requirements. For services not offered directly by URBAN ACT Academy staff, the school will contract with outside providers as needed.

## **B. Governance and Management**

URBAN ACT Academy is an Indiana nonprofit corporation that has applied for federal tax-exempt status pursuant to section 501(c)(3) of the Internal Revenue Code. See Attachment O for Articles of Incorporation, Bylaws. The IRS Determination Letter will be provided upon receipt.

URBAN ACT's Board of Directors (BOD) is a diverse group of individuals who live and/or work within the city of Indianapolis who are deeply invested in the school's mission and vision of creating future leaders, and will continue to work and improve our community. Together, the board has over 10 years of nonprofit leadership and governance experience.

For the organizational structure, please see Attachment P. For information about the BOD and Head of School please refer to Attachment Q. Below is a list of the current members of the BOD, including their relevant experience and qualifications and their proposed role.

Name	Relevant Experiences/Qualifications	Proposed Role
Claudia Douglas-Smith	Mrs. Douglas-Smith is the Founder and President of Title VII Compliance, Incorporated. She has an extensive background and knowledge of affirmative action, employment compliance, and workplace discrimination. Some of her certifications include: EEOC Training, Conflict Resolution and Human Resources.	Board Chair
Scott Bilyou	Mr. Bilyou, who joined the banking industry in 1998, began specializing in Retirement Plan Services in 2002. Prior to joining The National Bank of Indianapolis, he worked in retail banking for Bank One-Oklahoma. Mr. Bilyou is a graduate from the Kelley School of Business at Indiana University and holds a Bachelor of Science degree in Finance. He has completed the Pension Administrator Course through the American Society of Pension Professionals and Actuaries and is also an honor graduate from Cannon Financial Institute with a certification in Retirement Plan Services.	Vice Chair
Morgan Galbreath	Morgan Galbreath holds a Bachelor of Science in Business Administration from Xavier University of Louisiana and a received her Juris Doctor from Western Michigan University, Cooley Law School. Ms. Galbreath obtained certification in mediation and served as Vice President of the Sixty-Plus Elder Law Clinic. She continues her service to the public as a Compliance and Chief Privacy Officer with MDwise, Inc. In this role, Ms. Galbreath works closely with state and federal regulators as well as public stakeholders and ensures MDwise is in strict compliance with all rules and regulations set forth by the Center for Medicaid and	Secretary

	Medicare Services, the Office of Inspector General, the Indiana Department of Insurance and other regulating entities. Morgan advocates for members, in keeping with MDwise philosophy, by diligently working to make certain that private information is securely maintained according to the rules established in the Health Insurance Portability and Accountability Act (HIPAA).	
Demetrius Warren	Demetrius Warren is a personal banker, serving the Indianapolis metropolitan area since 2011. He is pursuing a Bachelor of Science degree in business management from Western Governors University. He is registered with the Nationwide Mortgage Licensing System. Demetrius resides in Carmel, IN.	Treasurer
Kelly Evans	Kelly Evans is a Service Coordinator for Glick. She is knowledgeable about the resources, services and opportunities for residents in Glick properties and surrounding communities.	Prospective Board Member
Jolie Dalton	Jolie Dalton is the president of visAbility Marketing and Consulting Group.	Prospective Board Member
Chad Ranney	Chad Ranney is Deputy General Counsel for the Indiana State Board of Education.	Prospective Board Member
Julie Dishon	Julie Dushon is the program manager for Eskenazi Health.	Prospective Board Member

The founding BOD will help recruit and select additional members with the skills and expertise needed to help us best serve our students and families. To complement the skills already present on the board, the board is seeking members that have a background in marketing to help strategize around staff and student recruitment and branding, facilities management to advise the school team around construction and maintenance of the building, social work experience to help the school identify resources for students and families in need. Currently, the school leader in partnership with a board consultant, has identified a list of prospective members and has appointments to discuss the potential fit for both parties. Ideal candidates will demonstrate a belief in the mission of the school, display an unwavering belief in the academic success of all students, champion equity in education and ensure the long-term financial viability of the school. To recruit additional members with these and other skills, URBAN ACT Academy's Board Chair has created a position description of the board member role for future posting on websites such as LinkedIn, Volunteer Match and the United Way of Central Indiana's volunteer board.

The Board Chair and school leader will also continue to reach out to various organizations like the Indianapolis Neighborhood Resource Center to identify local organizations, leaders and community advocates who have strong ties to the specific community that the school will serve to seek out membership.

URBAN ACT Academy's BOD will function in full accordance with its Articles of Incorporation, Bylaws and Indiana state law (see Attachment O). The BOD aims to be composed of at least seven professionally diverse community members who are committed to providing underserved children with higher quality educational outcomes. The BOD will have the duties whereas permitted by law to oversee the business, facility and general school matters. The BOD will assume fiduciary responsibility for the institution. The BOD vests the right to hire and fire the CEO/Head of School. Additionally, the BOD has the responsibility of creating policy, ensuring mission alignment, maintaining public relations and implementing the organizational plan of action. The chair of the BOD will preside over monthly meetings.

URBAN ACT Academy and its BOD have committed to BoardOnTrack Membership. The membership includes an annual coaching and support program designed by national charter school experts to help launch, grow and sustain a charter school board. BoardOnTrack members will help URBAN ACT Academy's BOD to build knowledge, streamline communication, build sustainable governance systems and learn from the best charter school boards in the country. URBAN ACT's Board Chair will manage this relationship and coordinate the board's training around specific goals and growth areas. The Board Chair is also receiving individualized support related to her role and responsibilities. She has completed multiple assessments, attended various training webinars and is signed up for an in-person training with BoardOnTrack staff members on November, 2nd in Indianapolis.

The roles and responsibilities for the BOD were developed in concert with the BoardOnTrack coaching team and are adopted from Marci Cornell-Feist's (BoardOnTrack's Founder & CEO) book, Board Structure and are used with permission. They are listed below:

#### Board Chair

Role: The chair is the senior volunteer leader of the organization who presides at all meetings of the board of directors and other meetings as required. The chair is an ex officio member of all committees and task forces of the board. The board chair oversees the implementation of the board. The board chair will also oversee the policies and ensure that the appropriate administrative practices are established and maintained.

#### Responsibility:

- Works with the CEO, other board officers and committee chairs to develop the agendas for board of director meetings and presides at these meetings.
- In consultation with other board officers, appoints volunteers to key leadership positions, including positions as chair of board committees and task forces, and cultivates leadership succession.

- Recognizes his or her responsibility to set the example for board members by contributing financially at a level that is meaningful to him/her and play a major role in fundraising activities.
- Works with the board of directors and paid and volunteer leadership, in accordance with the organization's bylaws and missions, to establish and maintain systems for:
  - Planning the organization's human and financial resources and setting priorities for future development
  - Ensuring the legal and ethical standards
  - Hiring and evaluating the CEO
  - Developing and maintaining an effective board culture
  - Developing an effective pipeline of future leaders of the board
- In conjunction with the governance committee, manages the development of the board in order to help it work more effectively and efficiently.
- Works with the CEO and other board members to develop both immediate and long-term goals and expectations for the board that support organizational priorities and governance concerns.
- Communicates effectively and supports the CEO in his/her jobs as manager of the organization. In this capacity, focuses on ensuring that the board governs rather than manages.
- Works with the committee chairs and CEO to keep apprised of committee work and to ensure the communications have the resources needed to do their job. Also works to ensure effective and efficient communications between the committees and the board.
- Creates a safe environment for decision making by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas in effort to provide shared decision-making.
- Communicates with the board effectively in a way that fosters decision-making, stimulates participation and supports an appropriate balance of responsibility between the board and staff.
- Links with major stakeholders when it agreed that the chair is the most appropriate person to represent the organization at a key meeting, write an editorial for a newspaper or thank a major donor.

#### Vice Chair

Role: The vice chair is the secondary volunteer leader of the charter school and as such, discharges the duties of the chair as required in the chair's absence. The vice chair supports the activities of the chair including sharing responsibilities as appropriate.

#### Responsibility:

- In the chair's absence:
  - Presides at meetings of Board of Directors
  - Serves as an ex officio member of standing committees
- Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him or her and playing a major role in fundraising activities.
- Works with the chair to assist in developing the agendas for board of director's meetings.

- Advises the chair on appointing volunteers to key leadership positions, including positions as chair of board committees and task forces.
- Assists the chair by taking on responsibility as necessary for communication with committee chairs.
- Supports and challenges the chair in his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
- Represents the board in the community, especially at events at which the chair cannot attend.
- Other duties delegated by the chair.

### Secretary

Role: The secretary will provide direction for the keep of legal documents including minutes of all meetings of the board.

### Responsibility:

- Certify and keep at the principal office of the corporation the original or copy of the bylaws as amended or otherwise altered to date.
- Keep at the principal office of corporation, or at such a place as the board may determine the minutes of all meetings of the board of directors and committee meetings. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof.
- Present for approval by the board copies of all minutes of meetings of the board.
- Ensure that all notices are duly given in accordance with the provisions of the bylaws or as required by law.
- In general, serve as the protocol officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirement are followed legally and ethically.
- In general, perform all duties incident to the office of the clerk and such other duties as may be required by law, by the Articles of Incorporation or bylaws, or which may be assigned to him or her from time to time by the board of directors.
- Recognize his or her responsibility to set the example for other board member by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

### Treasurer

Role: The treasurer provides direction for the financial management of the organization and helps the board to meet its financial oversight responsibilities.

### Responsibility:

- Chair of the finance committee.
- Provides direction for the oversight of the organization's bookkeeping and accounting policies.
- Ensures the presentation of timely and meaningful financial reports to the board.



- Ensures the development and board review of financial policies and procedures. With the finance committee, monitors the adherence to financial policies and procedures adopted by the board.
- Ensures that assets are protected and invested according to board policy.
- Leads the board in assuring compliance with federal, state and other financial reporting requirements,
- Presents the recommendation of the auditor to the board for their approval. With the finance committee, reviews the results of the audit including the management letter, develops a plan for remediation (if necessary), and presents the results to the board.
- Recognizes his or her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

In addition, URBAN ACT Academy will have active, engaged board committees doing substantive work in between board meetings. The creation, launch and successful implementation of these committees will be done with the support and guidance of the BoardOnTrack coaching team.

The BOD anticipates forming the following committees: Governance, Finance, Development and Academic Excellence. Each committee's roles and responsibilities are outlined below.

- **Governance Committee.** The Governance Committee is responsible for ongoing review and recommendations to enhance the quality and future viability of the Board of Trustees. The focus of the committee revolves around the following five major areas:

### **1. Board Role and Responsibilities**

- a. Leads the Board in regularly reviewing and updating the Board's statement of its role and areas of responsibility, and the expectations of individual Board members.

### **2. Board Composition**

- a. Assesses current and anticipated needs for Board composition, determining the knowledge, attributes, skills, abilities, influence, and access the board will need to consider in order to accomplish future work of the Board.
- b. Develops a profile of the Board as it should evolve over time.
- c. Identifies and presents potential Board member candidates and explores with candidate his or her interest and availability in Board service.
- d. Nominates individuals to be elected as Trustees.
- e. In cooperation with the Board Chair, meets annually with each Board member to assess his or her continuing interest in Board membership and term of service. Works with each Board member to identify the appropriate role he or she might assume on behalf of the organization.

### **3. Board Knowledge**

- a. Designs and oversees a process of Board orientation, including information prior to election as Board member and information needed during the first cycle of Board activity for new Board members.
- b. Designs and implements an ongoing program of Board information and education to help Board members.

#### **4. Board Effectiveness**

- a. Leads the periodic assessment of the Board's performance. Proposes changes, as appropriate, in Board structure, roles, and responsibilities.
- b. Provides ongoing counsel to the Board Chair and other board leaders on steps he or she might take to enhance board effectiveness.
- c. Regularly reviews the Board's practices regarding member participation, conflict of interest, confidentiality, etc., and suggests improvements as needed.
- d. Periodically reviews and updates the Board's policy guidelines and practices.

#### **5. Board Leadership**

- a. Takes the lead in succession planning, taking steps to recruit and prepare for future Board leadership.
- b. Nominates Board members for election as Board officers.

- **Finance Committee.** The Finance Committee coordinates the Board's financial oversight responsibilities by recommending policy to the Board, interpreting it for the Trustees, and monitoring its implementation. The committee also provides Board oversight of the organization's financial audit.

The committee monitors the organization's financial records; reviews and oversees the creation of accurate, timely, and meaningful financial statements to be presented to the Board; reviews the annual budget and recommends it to the full Board for approval; monitors budget implementation and financial procedures; monitors budget assets; monitors compliance with federal, state, and other reporting requirements; and helps the full Board understand the organization's finances. The committee reviews: the adequacy of the organization's internal control structure; the activities, organizational structure, and qualifications of the internal audit function; and the policies and procedures in effect for the review of executive compensation and benefits. The committee also recommends the auditor for full board approval and reviews the audit.

The Board Treasurer should chair this committee. Committee members should have a strong background in accounting, finance, or business.

- **Development Committee.** The Development Committee leads the Board's participation in resource development and fundraising. The committee works with the staff to develop the school's fundraising plan. The committee develops policies, plans, procedures, and schedules for Board involvement in fundraising. It helps educate Trustees about the organization's program plans and the resources needed to realize those plans. It familiarizes Trustees with fundraising skills and techniques so that they are comfortable

raising money. The committee is the Board's central source of information about the fundraising climate in general, and about the status of the school's fundraising activities in particular. The committee sets minimum guidelines for Trustees' contributions and then solicits those contributions. It also plays a strong role in identifying, cultivating, and approaching major donors. Prior fundraising skills and experience or a desire to develop such are important qualifications.

**Academic Excellence Committee.** The Academic Excellence Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for working with the school leader to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals. The Academic Excellence Committees partners with the school leadership to set annual academic achievement goals, to be presented to and approved by the full board. In addition, they ensure that the school leadership shares with the board annual successes, barriers to reaching academic excellence, and strategies to overcome these barriers. This committee also arranges for Board training on issues related to academic oversight and academic achievement, as needed.

#### URBAN ACT Academy CEO/Head of School

**Role:** The CEO serves as chief executive of URBAN ACT Academy and in partnership with the board are responsible for the success of URBAN ACT Academy. Together, the board and the CEO assure URBAN ACT Academy's faithfulness to its charter, relevance to the community, the accomplishment of URBAN ACT Academy's mission and vision, and the accountability of URBAN ACT Academy to its diverse constituents.

#### Responsibility:

- Mission, policy and planning
  - Helps the board determine values, mission, vision, and short and long term goals.
  - Helps the board monitor and evaluate relevancy to the community, its effectiveness and its results.
  - Keeps the board fully informed on the condition of the school and on all other important factors influencing it.
  - Identifies problems and opportunities and addresses them; brings those which are appropriate to the board and/or its committees; facilitates discussion and deliberation.
  - Informs the board and its committee about trends, issues, problems and activities in order to facilitate policy-making. Recommends policy positions.
  - Keeps informed of developments in public education reform, the charter movement non-profit management and governance, and philanthropy and fund development.
- Legal Compliance
  - Assures the filing of legal and regulatory documents, and monitors compliance with relevant laws and regulations

- Management and Administrations
  - Provides general oversight of all activities, manages the day to day operations, and assures a smoothly functioning, efficient charter school
  - Assures program quality and charter school stability and sustainability through development and implementation of standards and controls, systems and procedures, and regular evaluation.
  - Assures a work environment that recruits, retains, and supports quality staff and volunteers. Assures process for selecting, developing, motivating, and evaluating staff and volunteers.
  - In accordance with board action, recruits personnel, negotiates professional contract, and sees that the appropriate salary structures are maintained.
  - Specifies accountabilities for senior team positions and evaluates performance regularly.
- Academic Oversight
  - Develops and manages performance of the school, instituting accountability systems to ensure that the charter promises are met and exceeded.
  - Develops and leads process for assessing the needs of the instructional program, planning, implementing and evaluating short and long-term academic goals.
  - Supervises the processes for recruitment, selection, initial training, ongoing professional development, and evaluation of teachers and staff.
- Governance
  - Helps the board articulate its own role and accountabilities and that of its committees and individual members, and helps evaluate performance regularly.
  - Works with the board chair to enable the board to fulfill its governance functions and facilitates the optimum performance by the board, its committee, and individual board members.
  - With the board chair, focuses board attention on long-range strategic issues.
  - Manages the board's due diligence process to assure timely attention to key issues.
  - Works with the board officers and committee chairs to get the best thinking and involvement of each board member to give his or her best.
  - Recommends volunteers to participate on the board and its committees.
- Finances
  - Promotes programs and services that are produce in a cost effective manner, employing economy while maintaining a high level of quality.
  - Oversees the fiscal activities of the charter school, including budgeting, reporting and auditing.
  - Works with the board to ensure financing to support short and long-term goals.
  - Assures an effective fund-development program by serving as the chief development officer or hiring and supervising an individual response for this activity.
  - Helps guide and enable the board, its fund development committee(s), and its individual board members to participate actively in the fund developer process.
  - Helps the board and its development committee design, implement and monitor available fund-raising plan, policies and procedures.

- Participates actively in identifying, cultivating and soliciting donor prospects.
- Assures the availability of materials to support solicitation.
- Assures the development and operation of gift management systems and reports for quality decision making.
- **Community Relations**
  - Facilitates the integration of the school into the fabric of the community by using effective marketing and communications activities.
  - Act as an advocate, within the public and private sectors, for issues relevant to the school, its services and constituencies.
  - Listens to scholars, parents, volunteers, donors, and the community in order to improve services and generate community involvement. Assures community awareness of the school's response to community needs.
  - Serves as the chief spokesperson, assuring proper representation of the school to the community.
  - Initiates, develops, and maintains cooperative relationships with key constituencies.
  - Works with legislators, regulatory agencies, volunteers and representatives of the charter community to promote legislative and regulatory policies that encourage a healthy community and address the issues of the school's constituencies.

The board will evaluate success of the school by ensuring that it sets goals and reviews key metrics regular to ensure that:

- The school is faithful to the terms of its charter
- That the school is organizationally and financially viable
- And that it is delivering superior academic results

Annually the Board and CEO will set governance and management goals that align with the goals outlined in the charter. These goals will be tracked in BoardOnTrack's web-based platform. This will allow all trustees and the senior staff of the school real-time access to a Board Goals Tracker and a CEO Goals Tracker which will harness the power of the governance and management teams and ensure that we are all focused on delivering on the most important results. This will support full transparency of oversight for the charter school board.

The Board will evaluate the success of the CEO by utilizing an evaluation process. The process will guide both the Board and CEO through a continuous improvement loop of settling goals, reflecting on progress towards achieving goals, giving and receiving feedback during two structured check-ins between the Board and CEO during the school year and a final end of year evaluation that includes a CEO self-evaluation, a Board Evaluation, and feedback from the CEO's direct reports.

### **C. Community Partnerships**

URBAN ACT Academy deeply values its surrounding community and recognizes our obligation to engage the community to support student learning. The following list reflects some of our

early community partners. These organizations and individuals have committed to working to support either the school's educational model and /or the operations. Please see attachment R for letters of support.

Name of Organization	Representative	Address, phone number, email	Nature of the partnership	Is a letter of support included in the application?
Teach For America	Ingrid Warner	1314 N Meridian 317-632-4218	Staff Recruitment	Yes
The Mind Trust	Kristin Hines	1630 N Meridian 317-882-8102	Community Partner	Yes
Schmidt & Associates	Anna Burrell	415 Massachusetts 317-407-7750	Facility Support	Yes
IUPUI	Mary Anna Weber	801 W Michigan St 812-508-5747	Board Governance	Yes
University of Indianapolis	Bobby Wilson	1400 East Hanna Ave 317-788-3525	Community Partner Technology	Yes
Indy Parks	Linda Broadfoot	601 E 17 <sup>th</sup> St 317-327-7460	Community Partner Place-Based Project	Yes
T3Impact, Inc.	Terry Wilson Jr	<a href="http://t3impact.org">t3impact.org</a> 317-663-9104	Community Partner Mentoring Program	Yes

Because place-based learning is an integral part of our school's model, it is imperative that we work to partner with local agencies, community members and other organizations that will enhance the educational experiences of our scholars. We will continue to build our partnerships as we continue to build out curriculum and learn more about what our partnership needs are. We also intend to leverage partnerships with community members in the targeted neighborhoods by attending meetings, visiting different organizations and meeting with local stakeholders.

URBAN ACT Academy stands for, "Us Reaching, Benefitting, Aiding and Nurturing, a Community Together. The name represents the school's explicit intentions of students and neighbors working together for change. With the support of the community scholars will be able to address challenges and opportunities within their local surroundings not just with words or ideas but with meaningful actions.

Coordinated efforts between educators, families, community members and students will start with establishing strong relationships to ensure every child has at least one advocate for their

social and academic progress monitoring. Community partners can also support classroom instructors by facilitating learning opportunities for students outside of the classroom so that students can learn about history, culture, the environment and career options. Community partners may also be utilized to teach students a craft or discipline or be paired with a scholar as a mentor or tutor.

The school leader will work with staff members to build and sustain relationships with community organizations and cultural institutions to ensure the school embraces and prioritizes its responsibility as a member and contributor to the neighborhood that the school resides in.

#### **D. Financial Matters**

URBAN ACT Academy is currently working with Brian D. Anderson Consulting to help develop the budget, long term financial planning and to provide financial oversight of accounting and state reporting. Please see attachment R for the initial budget plan, including all budget assumptions.

The Treasurer of the Board, and the Finance Committee, will formulate financial policies and procedures. The procedures, and the specific roles in the financial management process, will be developed during the pre-opening year. In the long-term, finances will be managed internally as much as possible. This will depend on several factors, including the ultimate school size, facility costs, and the availability of human resources with the necessary skillset. The intent is to continue the relationship with Brian D. Anderson consulting to help establish the initial business systems and evaluate needs related to the business operations structure. Please see Attachment S for letter of intent. URBAN ACT Academy expects to hire a Business Manager to work onsite, handling the day-to-day activities, including purchasing, accounts payable, payroll preparation (not processing), and cash receipts. Until the school is at a growth stage where it can successfully manage all finances in-house, the plan is to contract with an outside consultant to provide ongoing financial oversight.

There will be a minimum of three different people involved in carrying out any financial transaction from beginning to end, which will provide for proper segregation of duties in developing internal controls. The Finance Committee will select appropriate accounting software to set up and track URBAN ACT's finances. The Business Manager and financial oversight consultant will both have access to the same company file set-up in the software. The Business Manager will use it to generate checks and monitor cash. The financial oversight consultant will use it to create journal entries, make sure payroll is entered into the system appropriately, reconcile bank statements, and generate financial reports. Regular monthly financial reports will be provided to the Finance Committee and then to the entire Board.

The Finance Committee, School Leader, and the outside consultant will jointly develop the school's annual budget. The Finance Committee and School Leader will outline budget priorities and the outside consultant will create the budget based on assumptions formed around those priorities. Generally, the key drivers of the budget will be overall enrollment projections,

individual class size projections, overall salary structure, facility costs, and long-term financial goals built around the authorizer's financial performance indicators and the school's long-term stabilization prospects. Once the budget has been prepared, the Finance Committee will present it to the full Board for approval.

The school leader will take the lead on initiating fundraising activities but will leverage groups throughout the school community to help share this responsibility. Fundraising activities will take place under the direction of the Finance Committee and in conjunction with board members and other stakeholders. Fundraising efforts will include localized events at the school level that staff, students and families can participate in as well as creating higher level developmental design plans that will enable the school to solicit donations from major funders.

URBAN ACT Academy anticipates continuing our relationship with Brian D. Anderson Consulting to provide support in vetting additional providers. The services we vet will be driven largely by the needs identified when hiring the Business Manager. Services will include budget development, management financial reporting, regulatory financial reporting, audit liaison, and strategic financial planning. URBAN ACT will also outsource payroll processing to a third party payroll provider.

## **E. Budget**

Due to the limited amount of guaranteed funding for charter schools, it can sometimes be a struggle for schools to allocate money towards programs and materials that directly benefit student outcomes. Through the innovative use of resources, schools may be able to locate efficiencies (through the use of staffing, technology, grants, etc.) that can better support students. In addition, use of recent legislation (PL 1321 and/or PL 1063) can offer partnerships with the school district for facilities, transportation, etc.

URBAN ACT Academy's detailed budget with assumptions is included in the budget template submitted as Attachment T. The overarching key revenue assumptions include:

- Flat per pupil revenue funding for five years
- Federal funding sources estimated based on current IPS per pupil estimates
- Federal Charter School Program Start-up funding is included, but the original budget was developed without it so the CSP funding only funds items that are one-time in nature and allow us to shift resources and staff up more rapidly than originally planned
- Start-up funding from The Mind Trust and The Walton Family Foundation

The overarching key expense assumptions include:

- Staffing costs that are sustained by our conservative revenue numbers, but would increase as we seek and further clarify other revenue opportunities
- Use of a low cost IPS facility
- Annual increases of 2% inflation adjusted for appropriate increases due to enrollment growth



As detailed in the budget attachment, we are aware of the need to provide sufficient funding for special education costs as well as transportation necessary to provide an open and accessible environment. Also, we have several areas in the budget that are flexible and can be managed in case of lower than expected enrollment or other unforeseen contingencies. Most importantly, we will monitor our enrollment progress very carefully and tie the timing of our hiring decisions to that progress. We recognize the need to monitor cash flow always, but particularly during our start-up phase.

## **F. Facility**

URBAN ACT Academy is in the early stages of identifying the facility that will accommodate the students and operational requirements. Schmidt & Associates, a local architect and engineering firm, has provided an estimate of space needs given the projected enrollment if URBAN ACT Academy begins with K-2, as well as space needs at scale. Please refer to attachment U for spacing needs.

The Northwest High School Community, Eagledale or International Marketplace are the targeted locations for the school. The Mind Trust (TMT) has an engagement with IFF to manage real estate identification specific to targeted need areas throughout the city of Indianapolis. In addition, TMT has relationships with commercial real estate firms such as Alliance Commercial Group, and Avison Young that provide them with listings reviewed by TMT Director of Facilities, Oscar Gutierrez. TMT provides assistance to secure financing and the proper parameters to ensure that the space secured is not only sustainable in terms of capacity and purpose, but is also financially viable.

## **G. Transportation**

While URBAN ACT Academy desires to be a neighborhood school, it is anticipated that scholars may need transportation. Once we determine the exact location of the school, we will conduct a needs assessment to better determine transportation demands. In addition, a partnership to become an Innovation Network Charter School with Indianapolis Public Schools (IPS) is being explored. Use of IPS transportation services will be discussed as a part of this potential collaboration.

## **H. Risk Management**

To reduce risk and minimize the school's liability school policies and procedures will be drafted and reviewed annually with the support of legal counsel. These policies will be outlined in employee handbooks for staff members and family handbooks for students, parents and guardians. The school will also provide training to management, and employees consistent with local, state and federal laws and guidelines.

URBAN ACT Academy has identified The Miller Insurance Groups as a potential insurance provider and to handle our risk management needs. Attached are 3 estimates that URBAN ACT Academy has secured based on three scenarios, a potential partnership with IPS with full enrollment, establishing a new school in a leased space with enrollment for year 1 and establishing a new school in a building that URBAN ACT Academy will purchase. Please see Attachment V for estimates.

## I. Timeline

Task	Timeline for Completion
Board Governance	
Recruit Additional Membership	Ongoing - June 2018
Establish Policies	by January 30
Set up Training	Ongoing - July 2018
Develop Committees	by June 30
Facilities	
Meet with IPS to discuss partnership	by Jan 30
Meet with IFF to identify alternate locations	Ongoing - March 31
Secure financing	Ongoing
Determine requirements to bring to code	by April 15
Designate spaces for instruction	by July 1
Finances	

Establish fiscal policies	by February 1
Establish provider for Payroll/Benefits Management	by February 1
Conduct pre-opening audit of fiscal policies	by July 1
Community Partnerships	
Establish Contact List of Partnerships	Ongoing
Staffing Recruitment	
Determine recruitment strategies	by December 15
Create and post job descriptions	by December 15
Develop Selection and Interview Process	by December 22
Create Offer Letters	by January 31
Recruit Operations Manager	by January 31
Recruit AP/Director of School Culture	by January 31
Recruit Teachers	Ongoing - May 31
Staff Engagement Activities Upon Hire To Summer PD	Ongoing - August 1
Student Recruitment	
Develop Marketing Materials	by January 1
Hold Informational Events for Families	January - June
Canvass Neighborhoods	March - June

Partner with Enroll Indy	by December 1
Family Engagement Activities From Enrollment to Day 1	March - June
School Operations	
Create Handbooks (Employee/Student)	by March 1
Develop Emergency Procedures Plan	by July 1
Create School Calendar	by June 1
Create Master Schedule	by June 1
Create Arrival and Dismissal Procedures	by June 1
School Lunch Plan	by June 1
Technology Plan for Staff and Scholars	by June 1
Furniture Ordering	by May 1
Supplies and Curriculum Ordering	by May 1
School Records Receipt and Transfer Process	by June 1
Instructional Planning	
Teacher Coaching and Evaluation Tools	by March 31
Develop Professional Development Plan and Materials	by March 31
Develop Scope and Sequence for 1 <sup>st</sup> Quarter	by March 31
Develop Assessment Calendar	by May 31

Solidify Place-based Education Goals and Partnerships	by March 31
Special Education Planning	
Create process for identifying students with IEP or 504 plan	by April 1
Meet with parents of students with IEP or 504 plan	Ongoing as enrolled
Develop plan and schedule to support students around goals	by April 1 and ongoing
Meet with SPED teacher to develop plan for identifying students	by June 1
Conduct ESL assessment	by August 1
Make a plan to support ELL students	by June 1

#### IV. Summary of Strengths

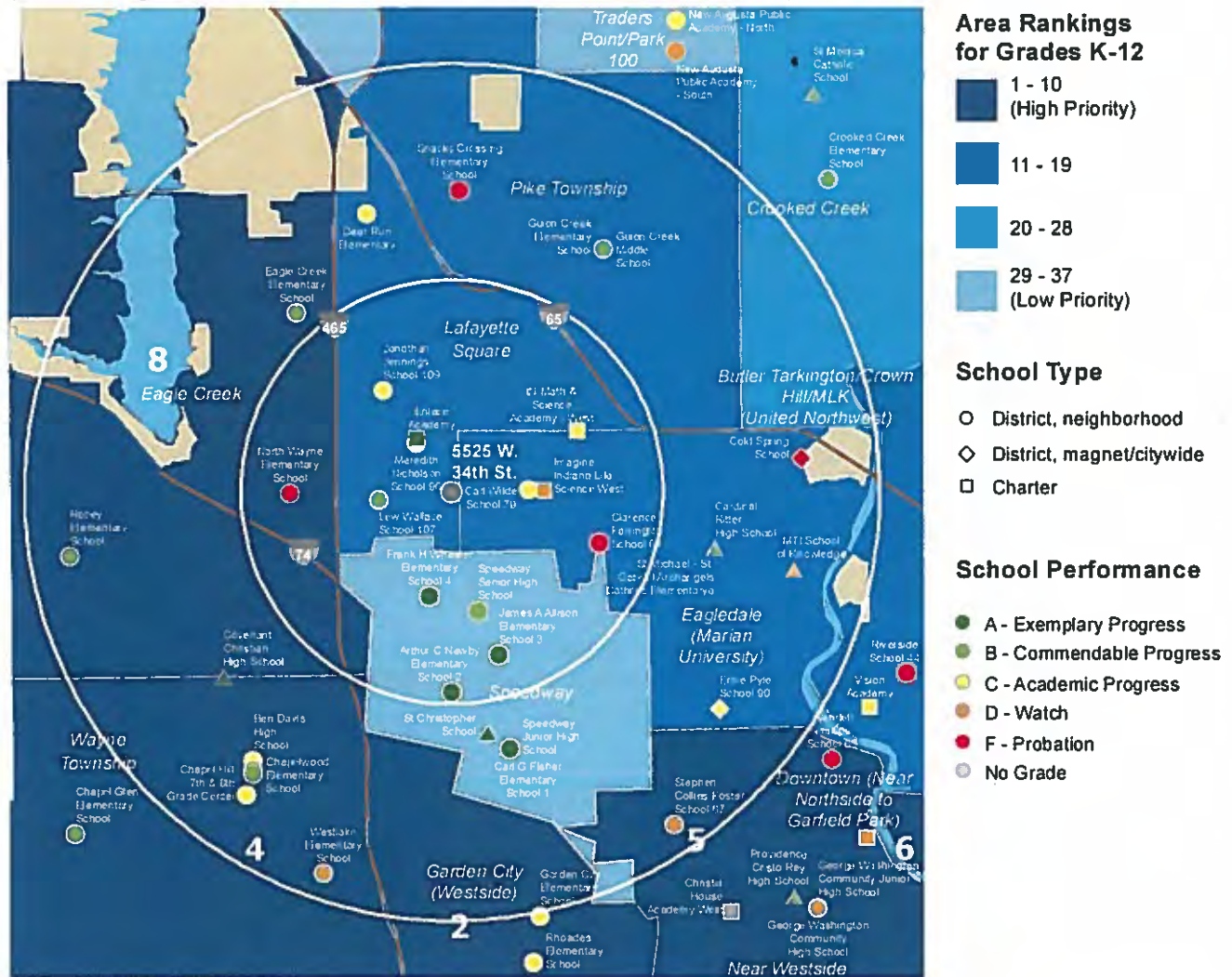
When reflecting upon research of the highest performing schools, some of the best qualities are intentionally present in URBAN ACT Academy's vision, mission and educational model. Students will be viewed by the faculty as whole persons with great value. Their learning will be positioned within the context of their immediate natural environment and alongside members of the Indianapolis community. Students will be provided with instruction that goes beyond traditional project based learning and into place-based learning, so that they develop a deep relationship with the environment and people in the community to understand the issues facing us all and to be inspired to act. Furthermore, their action in the community will inspire hope for today and hope for the future during a time in our city and country when truly understanding the issues that divide us and advocating for what is right for the people and land is critical.

In addition to an innovative school model, the school leader brings over 15 years of experience in education including a number of years coaching and developing teachers, founding a charter school and leading already existing schools to bring about positive changes to the school community. The leader has a proven track record of improving academic results for students and creating a culture of achievement. Additionally, the school leader and board of directors are passionate about working to improve educational outcomes to an underserved community within the city of Indianapolis.

# Attachment A

## URBAN ACT - Northwest High School, 5525 W. 34th St.

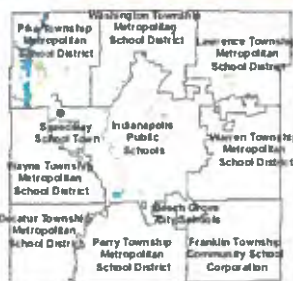
Impact on High Needs Areas: Rank Based on 2015-16 Service Gap



### Impact by High Need Area

By Grade Division	K-12	K-5	6-8
Highest Need Areas 1-10	20%	24%	43%
Areas Ranked 11-20	36%	60%	22%
Areas Ranked 21-28	1%	1%	19%
Areas Ranked 29-37	10%	16%	15%

### School Districts



### Demographics

	Marion County	Inner Ring (1.78 miles)
Total Population	921,828	42,246
School Age Population (Ages 5-17)	155,210	7,979
School Age Children per Sq. Mi.	385	802
Children Below 185% Federal Poverty Level (Eligible for Free/Reduced Lunch)	76,721	5,356
	53%	69%
Children Who Speak English Less than Very Well	6,142	658
	4%	8%
Percent of Adult Over 25:		
with Less than a Bachelor's Degree	72%	85%
without a High School Diploma	15%	25%
Percent of Children who have Changed Residence in the Last Year	13%	19%

Attendance catchment areas based on national survey, with 50% of K-8 students estimated to travel within a 1.78 mile radius (inner ring) and the remaining 50% coming from 1.82 miles beyond that (outer ring). Distances for high school students are 2.3 miles for the inner ring and 3.2 miles for the outer ring. The effect of district attendance boundaries are not factored into the analysis of impact on high need areas

Sources: US Census, ESRI, American Community Survey 2011-2015 5-Year Estimates, IndyGIS.

# Attachment B

## Market Scan

### Overview

IFF's market scan narrows the field of infinite possibilities into a short list of priority locations. IFF uses the Site Search Criteria to identify the greatest prospects and prioritize the top sites to watch. These include on market and off market locations. Where properties are included, but vary from the school's core criteria, those variations will be noted.

### Zoning

During the market scan, IFF will note properties found with problematic zoning classifications. Overall, schools are permitted in the Park District 2 (PK-2) Commercial zoning classifications 1, 3 and 4 (C-1, C-3 and C-4), Mixed-Use 2 (MU-2), and all Central Business District (CBD) categories. Schools are also permitted in Special Use 2 (SU-2) zoning districts. Existing IPS buildings are typically appropriately zoned for school use.

### District School Facilities

IPS is closing four high schools in 2018 totaling more than 1.4M square feet of school space. Some of these schools may be reused as middle schools or converted to mixed-use community buildings. IPS is still formulating reuse plans.

Four former charter schools are listed for sale or lease in Indianapolis ranging from \$6.00 PSF (Carpe Diem Meridian) to \$14.50 PSF (IMSA South). Imagine Academy East is for sale for \$37.14 and IMSA South for \$40.00 PSF. All of these schools are for sale or lease as a result of low enrollment, performance or loss of charter. Four charter schools recently sold, including Imagine Academy East (\$22.22 PSF) and former IPS 11 (\$5.00 PSF). The Imagine Academy East building sold in May for renovation as a school through CSDC, and KIPP Indy sold former IPS II to a proposed charter school for reuse. Paramount School of Excellence refinanced for \$374.78 PSF which appears in the search as a sale. Tindley Summit Academy purchased former TC Steele IPS 98 for \$1.00 in May 2017.

### IPS Building Closings

School	SF
Broad Ripple High School	375,000
Northwest High School	322,000
John Marshall High School	342,000
Arlington Community High School	384,000

### Available (on Market) School Buildings - Indianapolis

Building	Status	SF	Lease Rate	Lease Type	Price/SF	Notes
Carpe Diem Meridian	For Lease	19,504	\$6.00	NNN		
Carpe Diem Shadeland	For Lease	25,000	\$12.00	NNN		
Imagine Academy West	For Sale	80,639			\$37.14	Distressed property
Indiana Math Science Academy South	For Sale or Lease	46,700	\$14.50	NNN	\$40.00	Listed May 2017

## Summary of Facilities on the Westside

IFF identified facilities for URBAN ACT through the following methods:

1. A commercial search through CoStar or other commercial property searches,
2. An ongoing facility Geographic Information System (GIS) database maintained by IFF, and/or
3. Those identified by a field search by URBAN ACT.

The list of primary buildings are those that are the highest priority for URBAN ACT. These are facilities that are within the preferred geography, are available, and likely require minimal improvements to begin operation as a school.

### Primary Buildings for Consideration

	Daniel Webster (IPS 46)	Northwest High School	Providence Cristo Rey	Imagine Indiana West
<b>Location</b>	1450 S Reisner St.	5525 W 34th St	75 N Belleview, PL	4950 W 34th St
<b>Area</b>	20	14	20	15
<b>Rank for K-12</b>	#5	#16	#5	#10
<b>Square Footage</b>	69,000	322,500	52,000	69,000
<b>Zoning</b>	SU-2	SU-2	SU-7	SU-2
<b>Capacity (Students)</b>	462	2,125	*	*500
<b>Parking</b>	60	400	36	120
<b>Lease Rate</b>	*	*	*	\$12.00 PSF
<b>Annual Cost</b>	*	*	*	\$2.9M Asking Price \$828,000 (lease) \$60,000 (utilities)
<b>Condition</b>	* May be in good condition. Built in 1995.	* May be in good condition. Built in 1963.	* Building appears to be in good condition.	Building needs minor improvements.
<b>Status</b>	May restart in '18	Closing as HS	May be available in '18	Recently sold
<b>Walk Score</b>	45 (Car Dependent)	46 (Car Dependent)	68 (Somewhat Walkable)	60 (Somewhat Walkable)
<b>Transit Score</b>	21 (Minimal Transit)	34 (Some Transit)	34 (Some Transit)	33 (Some Transit)
<b>District</b>	IPS	IPS	IPS	IPS

\* Requires additional investigation

### Secondary and Tertiary Buildings for Consideration

The list of Secondary Buildings may be listed for sale or for lease by commercial brokers or may be available through network connections. These facilities may or may not be appropriately zoned and may require work to make them functionally configured for school use. Additional investigation is required.

Buildings in the Tertiary list are those that URBAN ACT noted as prospective locations, but may have hurdles to operation as a school by URBAN ACT. These buildings may be outside of URBAN ACT's preferred location, need significant work to function as a school, be located in proximity to another school, and/or do not meet the preferred square feet.



Secondary Buildings For Consideration			Tertiary Buildings For Consideration		
	Metropolitan High School	Bush Stadium	Riverside Plaza	4850 Century Plaza Rd.	Flanner House Elementary
<b>Location</b>	1635 W Michigan St.	1501 W 16 <sup>th</sup> St.	1426 W 29 <sup>th</sup> St.	4850 Century Plaza Rd.	2424 Doctor M.L.K. Jr St
<b>Area</b>	20	11	11	14	11
<b>Rank for K-12</b>	#5	#17	#17	#16	#17
<b>Square Footage</b>	137,000	40,000 Minimum	120,000	36,000	21,000
<b>Zoning</b>	SU-7	CBDS	SU-9	C4	PK-2
<b>Capacity (Students)</b>	*	*	*	Buildings is configured for office space.	*
<b>Parking</b>	*	*	*	*	80
<b>Lease Rate or Sale Price</b>	*	*	\$1.6MM	\$1.75MM	*
<b>Annual Cost</b>	*	*	*	*	*
<b>Condition</b>	Converted to school in 2008. Last addition in 2012.	*	*Building is office / flex space.	Built in 1983	*
<b>Status</b>	May be available in 2018	Under Construction / Available	For sale, needs significant amount of work to operate as a school.	For Sale	Status unknown
<b>Walk Score</b>	69 (Somewhat Walkable)	32 (Car-Dependent)	28 (Car Dependent)	62 (Somewhat Walkable)	26 (Car-Dependent)
<b>Transit Score</b>	48 (Some Transit)	33 (Some Transit)	33 (Some Transit)		
<b>District</b>	IPS	IPS	IPS		
* Requires additional investigation					

### Comparison of Facilities

Below is a list of the pros and cons of the facilities identified on the market scan. The comparison provides general considerations for each school compared to the others in the list. The comparison highlights the differences between an existing school buildings and non-school buildings, and IPS owned buildings and on market buildings.

## Pros and Cons

	Pros	Cons
<b>Daniel Webster (IPS 46)</b>	<ul style="list-style-type: none"> <li>• IPS Restart</li> <li>• IPS takes care of facility and operations</li> <li>• In high-need area</li> <li>• Existing student base</li> </ul>	<ul style="list-style-type: none"> <li>• Not listed in current School Quality Review for 2018 Re-start</li> <li>• Unknown student education factors</li> <li>• Restricted by IPS politics</li> <li>• Reliant on IPS to maintain building</li> <li>• Cannot modify building to suit</li> </ul>
<b>NW High School</b>	<ul style="list-style-type: none"> <li>• Subsidized IPS lease</li> <li>• Autonomy from IPS</li> <li>• IPS maintains building</li> <li>• School building</li> </ul>	<ul style="list-style-type: none"> <li>• Large building</li> <li>• May have to co-locate</li> <li>• Not the most high need area</li> <li>• No existing student base</li> <li>• Reliant on IPS to maintain building</li> </ul>
<b>Providence Cristo Rey</b>	<ul style="list-style-type: none"> <li>• Right sized building for programming</li> <li>• In high need area</li> <li>• School building</li> <li>• Building ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Uncertain availability</li> <li>• Must maintain facility and pay utilities</li> </ul>
<b>Imagine Indiana West</b>	<ul style="list-style-type: none"> <li>• Building is available</li> <li>• Large building for programming</li> <li>• In high need area</li> <li>• School building</li> <li>• Building ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Large building</li> <li>• May have to co-locate</li> <li>• Building needs improvements</li> <li>• Located near many other schools</li> </ul>
<b>Indianapolis Metropolitan</b>	<ul style="list-style-type: none"> <li>• Right sized building for programming</li> <li>• In high need area</li> <li>• School building</li> <li>• Building maintained by Goodwill</li> </ul>	<ul style="list-style-type: none"> <li>• Large building</li> <li>• May have to co-locate</li> </ul>
<b>Bush Stadium</b>	<ul style="list-style-type: none"> <li>• Visibility along 16<sup>th</sup> Street</li> <li>• New building</li> <li>• Can right sized building for programming</li> <li>• In high need area</li> <li>• Located in 16 Tech Park</li> <li>• Can build to suit</li> </ul>	<ul style="list-style-type: none"> <li>• Not a school building</li> <li>• Building doesn't exist yet</li> <li>• Rents may not be affordable</li> </ul>
<b>Riverside Plaza</b>	<ul style="list-style-type: none"> <li>• Building is available</li> <li>• Large building for programming</li> <li>• In high need area</li> <li>• School building</li> <li>• Building ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Not a school building</li> <li>• Requires conversion</li> <li>• Must maintain facility and pay utilities</li> </ul>
<b>4850 Century Plaza Rd.</b>	<ul style="list-style-type: none"> <li>• Building is available</li> <li>• Large building for programming</li> <li>• In high need area</li> <li>• Visibility along I-65</li> </ul>	<ul style="list-style-type: none"> <li>• Not a school building</li> <li>• Requires conversion</li> <li>• Must pay market rents</li> <li>• In a commercial center (not a neighborhood)</li> </ul>
<b>Flanner House Elementary</b>	<ul style="list-style-type: none"> <li>• Well-known community institute</li> <li>• Opportunity to partner with Flanner</li> <li>• Existing school building</li> <li>• Small space for startup</li> </ul>	<ul style="list-style-type: none"> <li>• Must expand building in year 2</li> <li>• May be politically challenging</li> <li>• May require improvements</li> <li>• Must pay rent</li> </ul>

# **Attachment C**

## **Community Educational Needs Survey**

1. Are you currently a parent/guardian of a child that attends school? If yes, please tell us the grade level of each child.
2. What things impact a decision to choose a school?
3. Do you see a need for additional, high quality school options for families in this neighborhood?
4. What are the things the current schools in the neighborhood do well?
5. What are the things the current schools in the neighborhood can improve upon?

## Attachment D



Date

Dear Families,

Thank you for your interest in URBAN Act Academy and for your help in shaping the future learning of your maturing scholar.

At URBAN Act Academy, we believe that teaching your child is a tremendous responsibility. We will do our best to ensure that each child has an enriching and safe learning experience for the upcoming year. As we prepare for our school opening in August 2018, we are excited to extend an opportunity to families to help us design a school that will capture the mission, vision and philosophy of our educational program.

I invite you to join in on one of our initial focus group meetings on \_\_\_\_\_ that I will be hosting. I will also be available to talk by appointment if you are unable to attend the meeting.

No one knows and understands their child like a parent. With this in mind, we find your input to be invaluable as we strive to build a school that will bring out the best in every scholar who attends. Feel free to call or email me with any questions that you might have, 585-733-6051 and [nlivingston@themindtrust.org](mailto:nlivingston@themindtrust.org). I look forward to you and your family being a part of the URBAN Act Academy community next school year.

Sincerely,

Nigena Livingston  
Principal

## **Parent Focus Group Questions on Parent Involvement and Engagement with the School**

### **Opening questions:**

1. What does your child like about school? What do you like about your child's school?
2. Do you feel welcome in your child's school? If yes, what does school staff do that shows you that you are welcome?
  1. **If no**, what could the school do differently that would make you feel welcome?
3. Are you satisfied with how often and in what way school staff communicates with you about your child?
4. About school activities? (give examples)
  1. **If yes**, what are they doing that is helpful?
  2. **If no**, what would you like them to do differently?
5. What do you do to prepare your child to do well in school?
6. What do you consider to be the parent or family's role in a child's education?

Schools talk about the importance of "Parent Involvement" or "Parent Engagement." Schools use these terms to mean several different things. Some of the main ways parents are "involved"—or participate are by:

- Volunteering in the classroom or at school events or activities;
  - Attending school events such as Orientation, Open House, Family Nights and meetings about your child such as parent-teacher conferences;
  - Working with your child at home on homework, reading to your child, preparing them for school;
  - Being a part of a group that advises the school or helps make decisions such as the school site council.
7. How does the school ask you to be involved?
  8. How does this work for your family?
  9. What kind of school activities do you like to attend?

10. What would you like to do to help your child in their schooling but don't know how to do?
11. What could the school do to help you be more involved?
12. What kind of things has the school done that helped you to help your child more at home?
13. Is there anything else you would like us to know about what is important to you as a family about your child's education?

# Attachment E

Personalized Learning Plan	
Student Name	
Advisor Name	
Parent/Guardian(s)	
Additional Support	
Date of Review <i>reviewed each quarter</i>	

End of Year Goal	Quantitative	Qualitative
Literacy Goal		
Numeracy Goal		
Habits of Work and Scholarship Goal		

Areas of Strength	Opportunities for Growth
Literacy	Literacy
Math	Math
Habits of Work and Scholarship	Habits of Work and Scholarship

School Strategies for Success <i>What can we do at school to support progress towards goals?</i>	Independent Strategies for Success <i>What can you do away from school to support progress towards goals?</i>
Literacy	Literacy
Math	Math
Habits of Work and Scholarship	Habits of Work and Scholarship

# Attachment F

## URBAN ACT Academy

### Habits of Work and Scholarship Rubric

	4 – Exceeds Standards	3 – Meets Standards	2 – Approaching Standards	1 – Needs Intervention
<b>Intentionality</b>	<ul style="list-style-type: none"> <li>I complete my work purposefully and to the best of my ability</li> <li>I think before I act or speak</li> <li>My actions are aligned to my goals and values</li> </ul>	<ul style="list-style-type: none"> <li>I mostly complete my work purposefully and to the best of my ability</li> <li>I mostly think before I act or speak</li> <li>My actions are mostly aligned to my goals and values</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes complete my work purposefully and to the best of my ability</li> <li>I sometimes think before I act or speak</li> <li>Sometimes, my actions are aligned to my goals and values</li> </ul>	<ul style="list-style-type: none"> <li>I rarely complete my work purposefully and to the best of my ability</li> <li>I rarely think before I act or speak</li> <li>My actions are rarely aligned to my goals and values</li> </ul>
<b>Loyalty</b>	<ul style="list-style-type: none"> <li>I treat others with kindness and respect</li> <li>I show my pride and dedication to the school and community</li> </ul>	<ul style="list-style-type: none"> <li>I treat others with kindness and respect most of the time</li> <li>I show my pride and dedication to the school and community most of the time</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes treat others with kindness and respect</li> <li>I sometimes show my pride and dedication to the school and community</li> </ul>	<ul style="list-style-type: none"> <li>I rarely treat others with kindness and respect</li> <li>I rarely show my pride and dedication to the school and community</li> </ul>
<b>Equity</b>	<ul style="list-style-type: none"> <li>I listen to others for understanding</li> <li>I share my ideas and thoughts with others in a constructive way</li> <li>I make sure that every voice is valued</li> </ul>	<ul style="list-style-type: none"> <li>I listen to others for understanding most of the time</li> <li>I share my ideas and thoughts with others in a constructive way most of the time</li> <li>I make sure that every voice is valued most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes, I listen to others for understanding</li> <li>Sometimes, I share my ideas and thoughts with others in a constructive way</li> <li>Sometimes, I make sure that every voice is valued</li> </ul>	<ul style="list-style-type: none"> <li>I rarely listen to others for understanding</li> <li>I rarely share my ideas and thoughts with others in a constructive way</li> <li>I rarely make sure that every voice is valued</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>I produce high quality work</li> <li>I am focused and responsible for my learning in and out of school</li> <li>I am independent in monitoring my progress towards my goals</li> </ul>	<ul style="list-style-type: none"> <li>I produce high quality work most of the time</li> <li>I am focused and responsible for my learning in and out of school most of the time</li> <li>I am independent in monitoring my progress towards my goals most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes, I produce high quality work</li> <li>Sometimes, I am focused and responsible for my learning in and out of school</li> <li>Sometimes, I am independent in monitoring my progress towards my goals</li> </ul>	<ul style="list-style-type: none"> <li>I rarely produce high quality work</li> <li>I am rarely focused and responsible for my learning in and out of school</li> <li>I am rarely independent in monitoring my progress towards my goals</li> </ul>
<b>Determination</b>	<ul style="list-style-type: none"> <li>I set goals and work towards meeting those goals</li> <li>I stick with a task until completion</li> <li>I revise my work until it reflects my best efforts</li> </ul>	<ul style="list-style-type: none"> <li>I set goals and work towards meeting those goals most of the time</li> <li>I stick with a task until completion most of the time</li> <li>I revise my work until it reflects my best efforts most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes, I set goals and work towards meeting those goals</li> <li>Sometimes, I stick with a task until completion</li> <li>Sometimes, I revise my work until it reflects my best efforts</li> </ul>	<ul style="list-style-type: none"> <li>I rarely set goals and work towards meeting those goals</li> <li>I rarely stick with a task until completion</li> <li>I rarely revise my work until it reflects my best efforts</li> </ul>
	Exceeds = 90-100%	Meeting = 75-89%	Approaching = 74-51%	Needs Intervention <50%



## School Wide Culture Overview & Behavioral Intervention Plan

URBAN ACT Academy is a school with a unique and innovative approach to classroom and behavioral management. Our style allows our student body to take full responsibility for mistakes made, but that also gives them ample opportunities to be restored back into the classroom learning environment. We have developed several alternative approaches to the “traditional” and albeit more punitive consequences for undesired behaviors. These alternatives will allow us to ensure that students’ will receive adequate consequence for their actions, but more importantly a chance to also mend the fabric of the environment that they disrupted.

Detailed below is a basic outline of offenses and their subsequent consequences. Our goal is to create a learning environment that students can develop self-awareness, leadership and conflict resolution skills. We feel that by empowering and encouraging our teachers to build rapport with our families that is the best and most proactive way to begin conversations about behavioral expectations. With these relationships come the ability to engage parents early in the process so that, in most cases, undesirable behaviors can be interrupted well before they escalate into more severe actions.

Tier I Level I Teacher Managed	Tier I Level II Teacher Managed	Tier II Level III Office Managed	Tier II Level IV Office Managed
Behaviors that affect only the scholar:	Behaviors that interfere with others’ learning	Behaviors that affect a positive learning environment	Behaviors that cause harm to others
Not following directions Excessive talking Off Task Out of seat w/out permission Eye rolling Talking back to teacher/staff Disrespect of property Disrespect classmate Yelling/Calling Out Refusing to work	Horse Playing Excessive Back Talking/Yelling Inappropriate gestures/language to peers Open defiance Cheating Cell Phones or any goutside technology used w/out permission Inappropriate use of technology	Verbal Bullying Physical Bullying Inappropriate web sites Hitting peers Horse playing Running out of the building Inappropriate language Inappropriate touching Spitting Shoving a staff member Vandalism of property Continual Egregious Disrespect	Fighting Excessive Inappropriate touching Throwing property/objects Continual disrespect to staff/teachers Hitting a staff member/teacher Cursing at staff/teacher Bullying excessively Threatening/taunting Threatening bodily harm Stealing Pulling the fire alarm Harassment, including sexual harassment

<b>Level I</b> Consequences May Include	<b>Level II</b> Consequences May Include	<b>Level III</b> Consequences May Include	<b>Level IV</b> Consequences May Include
<b>Follow Your Redirection Ladder</b> <ol style="list-style-type: none"> <li>1. Warning</li> <li>2. Clip chart or demerit</li> <li>3. Redirection</li> <li>4. Parent contact</li> <li>5. Conference w/ teacher</li> <li>6. Administrative support</li> <li>7. Invite back to class</li> </ol>	<b>Follow Your Redirection Ladder</b> <ol style="list-style-type: none"> <li>1. Warning</li> <li>2. Clip chart or demerit</li> <li>3. Redirection</li> <li>4. Parent contact</li> <li>5. Conference w/ teacher</li> <li>6. Administrative support</li> <li>7. Invite back to class</li> </ol>	Scholar to Receive Referral to: Dean  ReSEE Detention reFRESH	Scholar to Receive Referral to: Dean  reFRESH Parent/Teacher Conference Parent Shadow Out of School Suspension
When Scholar remains at Level 6 on the ladder, please fill out appropriate referral form for scholar to GLC	-When Scholar remains at Level 6 on the ladder, please fill out appropriate referral form for scholar to GLC -Teacher Must Contact Parent  Classroom Buddy TAB in area	-Restorative Practices -Therapeutic Assistance -Social Worker Assistance -Communication of Consequence	-Possible Parent/Teacher/Dean Conference -Communication of Consequence -Possible referral to Assistant Principal



## LEARNING TEAM COMPACT

Student | Parent | Advisor

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Advisor \_\_\_\_\_

STUDENT EXPECTATIONS	PARENT/GUARDIAN EXPECTATIONS	ADVISOR EXPECTATIONS	ADMINISTRATION EXPECTATIONS
<ol style="list-style-type: none"> <li>1. I agree to dress in appropriate attire as outlined in the dress code section of the student handbook.</li> <li>2. I agree to be responsible and trustworthy with all school and personal technology/electronic devices.</li> <li>3. I agree to be an active listener and engage in the coursework and be a productive member of my learning community.</li> <li>4. I agree to be responsible by maintaining coursework, being prepared for class, and by taking my punctuality seriously.</li> <li>5. I agree to show respect to my learning environment, even in the midst of conflict and will seek out the best ways for resolve.</li> </ol>	<ol style="list-style-type: none"> <li>1. I agree to support my student as a fully vested member of the Learning Team in all capacities.</li> <li>2. I agree to maintain a consistent line of communication with other "Learning Team" members, teaching staff, and administration.</li> <li>3. I agree to aid in monitoring my student's academic progress, and supporting mandatory academic programming.</li> <li>4. I agree to maintain consistent attendance for my student and to have sufficient documentation in the event of absences.</li> <li>5. I agree to maintain a high-level of respect for the staff/faculty, the facility, and programs at URBAN ACT Academy.</li> </ol>	<ol style="list-style-type: none"> <li>1. I agree to provide accurate and updated academic data and communicate it with the Learning Team.</li> <li>2. I agree to collaborate on the development of our student's individualized learning paths through evaluation, and empathy with Learning Team members.</li> <li>3. I agree to assist students' in voluntary and/or mandatory academic programming.</li> <li>4. I agree to fully utilize restorative practices to help my student maintain focus even in the midst of conflict.</li> <li>5. I agree to maintain a high-level of respect for all members of the Learning Team and colleagues.</li> </ol>	<ol style="list-style-type: none"> <li>1. I agree to promote and maintain a high-level of positive behaviors.</li> <li>2. I agree to maintain a safe, welcoming, and comfortable learning environment.</li> <li>3. I agree to coach and support staff and scholars to achieve high scholastic and behavioral standards.</li> <li>4. I agree to provide learning standards, professional developments, and innovative ideas to assist in the development of our students, faculty/staff, and parent/guardians.</li> <li>5. I agree to act intentionally, for the best interest of our student.</li> </ol>

Student Signature: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_ Advisor: \_\_\_\_\_

# Attachment H

## My Professional Development Calendar

Week 0				
	Monday	Tuesday	Wednesday	Thursday
7:00				
7:30				
8:00				
8:30				
9:00				
9:30				
10:00				
10:30				
11:00				
11:30				
12:00				
12:30				
1:00				
1:30				
2:00				
2:30				
3:00				
3:30				
4:00				
4:30				
5:00				
5:30				
6:00				
6:30				
7:00				
7:30				
8:00				

Week 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:00					
7:30					
8:00	Breakfast				
8:30	Intro to Anchor Technique Cycle 8:30 – 10:30	ISB # 2 Intro to CCSS And Objectives 8:00 – 10:00	Strong Voice 8:00 – 10:30	100% 8:00 – 10:30	School-wide Procedures Rehearsal 8:00 – 12:30
9:00					
9:30					
10:00	ISB #1 Vision and Goal Setting 10:30 – 12:30	Intro to Culturally Relevant Teaching 10:00 – 12:00	ISB # 4 Planning with Engage NY 10:30 – 12:30	Engineer Efficiency Part 1 A 10:30 – 12:00	
10:30					
11:00					
11:30					
12:00					
12:30	Lunch 12:30 – 1:00	Lunch 12:00 – 1:00	Lunch 12:30 – 1:30	Lunch 12:00 – 1:00	All School Lunch 12:30 – 1:30 Independent Work Time 1:30 – 5:00
1:00	Knowing Your Students and Their Communities 1:00 – 3:00	Strong Start 1:00 – 3:00	ISB # 5 1:30 – 3:30	Engineer Efficiency Part 1 B Positive Behavior Systems 2:00 – 4:00	
1:30					
2:00					
2:30					
3:00	Break 3:00 – 3:30	Break 3:00 – 3:30			
3:30	What to Do 3:30 – 6:00	ISB # 3 Structures in Math/ELA	Break 3:30 – 4:00	Break 4:00 – 4:30	
4:00			Positive Framing 4:00 -6:30	Summer School Lesson Plan Preparation 4:30 – 6:30	
4:30					
5:00					
5:30					
6:00					
6:30					
7:00					
7:30					
8:00					

Week 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:00	School Closed Holiday Independent School Preparation	Lesson Planning with Grade Level Teams 7:45 – 12:30	Lesson Planning with Grade Level Teams 7:45 – 12:30	Lesson Planning with Grade Level Teams 7:45 – 12:30	Lesson Planning with Grade Level Teams 7:45 – 12:30
7:30					
8:00					
8:30					
9:00					
9:30		Transition/Lunch/Staff 12:30 – 1:30	Transition/Lunch 12:30 – 1:30	Transition/Lunch 12:30 – 1:30	Transition/Lunch 12:30 – 1:30
10:00					
10:30					
11:00					
11:30					
12:00		Goach Team Meetings 1:30 – 2:30	Name the Steps 1:30 – 4:00	Positive Framing/ Warm Strict 1:30 – 3:30	Community Panel 1:30 – 2:30 Lesson Planning Clinic 2:30 – 4:30
12:30					
1:00					
1:30					
2:00					
2:30	100% Part 2 2:30 – 5:00	ISB #6 Data Analysis and Student Work 4:00 – 6:00	ISB #7 Modeling ELA / Priming Math		
3:00					
3:30					
4:00					
4:30					
5:00	Lesson Rehearsal 5:00 – 6:00				
5:30					
6:00					
6:30					
7:00					
7:30					
8:00					





### Unit 1: Building Background Knowledge: War Coming Close to Home

In this first unit, students will build their close reading skills as they consider the crisis of war coming close to home. They begin the novel *Inside Out & Back Again*, by Thanhha Lai, focusing on how critical incidents reveal the dynamic nature of Ha, the main character, whose Vietnamese family is deciding whether to flee during the fall of Saigon. The novel is poignantly told in diary entries in the form of short free-verse poems. Students will consider how text structure, figurative language, and specific word choice contribute to a text's meaning as they closely read selected poems. Their study of the novel is paired with reading a rich informational article, "The Vietnam Wars," which gives students key background knowledge about the history of war in Vietnam. Students build their skills using context clues, and also begin the routine of "QuickWrites," receiving explicit instruction and then

practicing writing strong paragraphs in which they effectively cite and analyze text. For their Mid-Unit Assessment, students will analyze how key incidents in the novel reveal Ha's character. In the second half of the unit, students continue to read the novel paired with informational text, as they focus in on critical incidents the character experiences leading up to the fall of Saigon. Students begin to more carefully examine how word choice and tone contribute to the meaning of both informational text and specific poems in the novel. For their End of Unit Assessment, students write two strong paragraphs in which they analyze the word choice, tone, and meaning of two texts (an informational audio text and a poem from the novel).

#### Guiding Questions And Big Ideas

- **What is home?**
- **How do critical incidents reveal character?**
- *Critical incidents reveal a character's dynamic nature.*
- *Authors use specific word choice to create tone and enhance meaning.*

#### Mid-Unit 1 Assessment

##### Getting to Know a Character: What Details in the Text Help Us Understand Ha?

This assessment centers on standards NYSP12 ELA.RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a. Students will read the poem "Birthday Wishes" from the novel and answer selected-response questions to analyze the poem for the author's word choice, tone, and meaning. Questions will include determining word meaning from context. Students then will write a paragraph in response to the following prompt: "Who is Ha? Based on this poem, 'Birthday Wishes,' and one other poem you have read so far in the novel, describe Ha as a character: her traits, values, or beliefs. Write a paragraph in which you explain your current understanding of Ha, using specific evidence from the text of both poems to support your analysis."

### End of Unit 1 Assessment

**Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Text**  
This assessment centers on standards NYSP12 ELA CCLS RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9. For this reading and writing assessment, students will analyze how the tone of each text contributes to the overall meaning. Students will use their strongest evidence from the poem "Saigon Is Gone" from the novel and the audio text "Forgotten Ship: A Daring Rescue as Saigon Fell" to write two paragraphs in which they analyze each text in a paragraph. They will respond to the following prompt: "In this text, what is the message each author is intending to convey about the fall of Saigon? Explain how specific word choices help create a tone that contributes to the text's meaning."

### Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content. These intentional connections are described below.

#### NYS Social Studies Core Curriculum

##### Social Studies Themes in Context:

##### Individual Development and Cultural Identity

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences
- Development, Movement, and Interaction of Cultures
- Role of diversity within and among cultures

#### Central Texts

1. Thanhha Lai, *Inside Out & Back Again* (New York: HarperCollins, 2011), ISBN: 978-0-061-96278-3. (Students will read Part 1 during the first unit.)
2. Tod Olson, "The Vietnam Wars," *Scholastic*, February 24, 1995, 16--20.
3. Joseph Shapiro and Sandra Bartlett, "Forgotten Ship: A Daring Rescue as Saigon Fell," transcript, National Public Radio, August 31, 2010.





This unit is approximately 2.5 weeks or 14 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Making Inferences: The Fall of Saigon	<ul style="list-style-type: none"><li>• I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)</li><li>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li></ul>	<ul style="list-style-type: none"><li>• I can support my inferences with evidence from text.</li><li>• I can participate in discussions about the text with a partner, small group, and the whole class.</li></ul>	<ul style="list-style-type: none"><li>• Careful listening to students' inferences</li><li>• Observation of student participation</li></ul>	<ul style="list-style-type: none"><li>• Cold Call protocol</li><li>• Turn and Talk protocol</li></ul>
<b>Lesson 2</b>	Launching the Novel: Character Analysis of Ha	<ul style="list-style-type: none"><li>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RI.8.1)</li><li>• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RI.8.3)</li><li>• I can use a variety of strategies to determine the meaning of unknown words or phrases (L.8.4)</li><li>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues (SL.8.1)</li></ul>	<ul style="list-style-type: none"><li>• I can make inferences to deepen my understanding of <i>Inside Out &amp; Back Again</i>.</li><li>• I can cite evidence from the novel to explain how incidents reveal aspects of Ha's character.</li><li>• I can use context clues to figure out word meanings.</li><li>• I can participate in discussions about the text with a partner, small group, and the whole class.</li></ul>	<ul style="list-style-type: none"><li>• Answers to text-Dependent questions</li><li>• Students' notes: "Who Is Ha?"</li></ul>	<ul style="list-style-type: none"><li>• Things Close Readers Do</li><li>• Numbered Heads Together protocol</li></ul>

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	Inferring about Character: Close Reading of the Poem “Inside Out” and Introducing QuickWrites	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases (L.8.4)</li> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can make inferences to deepen my understanding of <i>Inside Out &amp; Back Again</i>.</li> <li>I can cite evidence from the novel to explain how incidents reveal aspects of Ha’s character.</li> <li>I can use context clues to figure out word meanings.</li> <li>I can participate in discussions about the text with a partner, small group, and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Answers to text-dependent questions</li> </ul>	<ul style="list-style-type: none"> <li>Things Close Readers Do (added to)</li> <li>QuickWrite</li> </ul>
<b>Lesson 4</b>	Considering a Character’s Relationship with Others: Contrasting Ha and Her Brothers	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</li> <li>I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)</li> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can make inferences to deepen my understanding of <i>Inside Out &amp; Back Again</i>.</li> <li>I can cite evidence from the novel to explain how incidents reveal aspects of Ha’s character.</li> <li>I can explain how the specific word choices in the poem “Papaya Tree” create tone and help reveal meaning.</li> <li>I can participate in discussions about the text with a partner, small group, and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>QuickWrite 1 (from homework)</li> <li>“Who Is Ha?” small-group anchor charts</li> </ul>	<ul style="list-style-type: none"> <li>Things Close Readers Do (added to)</li> <li>Who Is Ha?</li> <li>Think-Pair-Share protocol</li> <li>Chalkboard Splash protocol</li> </ul>

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 5</b>	Mid-Unit Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha?	<ul style="list-style-type: none"> <li>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</li> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.8.4)</li> <li>I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)</li> <li>I can use evidence from literary texts to support analysis, reflection, and research. (W.8.9)</li> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can make inferences that deepen my understanding of <i>Inside Out &amp; Back Again</i>.</li> <li>I can analyze how critical incidents in the novel reveal aspects of Ha's character.</li> <li>I can cite evidence from the text in my writing that supports my analysis.</li> <li>I can participate in discussions about the text with a partner, small group, and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>QuickWrite 2 (from homework)</li> <li>Mid-Unit Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha?</li> </ul>	<ul style="list-style-type: none"> <li>Who Is Ha? (reviewed)</li> <li>Gallery Walk protocol</li> </ul>
<b>Lesson 6</b>	Building Background Knowledge: Guided Practice to Learn about the History of Wars in Vietnam	<ul style="list-style-type: none"> <li>I can determine the theme or central ideas of an informational text. (RI.8.2)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the central ideas in one section of the informational text 'The Vietnam Wars.'</li> <li>I can use context clues to determine word meanings.</li> <li>I can participate in discussions about the text with a partner, small group, and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Students' questions and notes for section 1 of the text</li> </ul>	<ul style="list-style-type: none"> <li>Think-Pair-Share protocol</li> </ul>

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	Building Background Knowledge: Small-Group Work to Learn More about the History of Wars in Vietnam	<ul style="list-style-type: none"> <li>I can determine the theme or central ideas of an informational text. (RI.8.2)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the central ideas in one section of the informational text 'The Vietnam Wars.'</li> <li>I can summarize a portion of an informational text about the Vietnam war.</li> <li>I can use context clues to determine word meanings.</li> <li>I can participate in discussions about the text with a partner, small group, and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Students' questions and notes for their assigned section of the text</li> </ul>	<ul style="list-style-type: none"> <li>Things Close Readers Do (added to)</li> <li>Jigsaw protocol</li> </ul>
<b>Lesson 8</b>	Development of the Plot: Impending Danger and Turmoil	<ul style="list-style-type: none"> <li>I can analyze the development central idea throughout the text (including its relationship to the characters, setting, and plot). (RI.8.2)</li> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can make inferences to deepen my understanding of <i>Inside Out &amp; Back Again</i>.</li> <li>I can cite evidence from the text to explain how the central idea develops over the course of the plot of <i>Inside Out &amp; Back Again</i>.</li> <li>I can cite evidence from the text to analyze how various sections of the novel reveal aspects of Ha's character.</li> <li>I can participate in discussions about the text with a partner, small group, and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>QuickWrite 3 (from homework)</li> <li>Oral responses to text-dependent questions</li> <li>Double Arrow graphic organizer</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Numbered Heads Together protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Building Background Knowledge: Vietnam as a “Battleground in a Larger Struggle”	<ul style="list-style-type: none"> <li>• I can determine the central idea of an informational text. (RI.8.2)</li> <li>• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> <li>• I can analyze the impact of word choice on meaning and tone in informational text. (RI.8.4)</li> <li>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the central idea of two key paragraphs of “The Vietnam Wars.”</li> <li>• I can explain how Vietnam was a “battleground in a much larger struggle.”</li> <li>• I can use context clues to determine word meanings.</li> <li>• I can participate in discussions about the text with a partner, small group, and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• QuickWrite 4 (from homework)</li> <li>• Students’ annotated texts</li> </ul>	
<b>Lesson 10</b>	Building Background Knowledge: The Impending Fall of Saigon	<ul style="list-style-type: none"> <li>• I can determine the central idea of an informational text. (RI.8.2)</li> <li>• I can analyze the impact of word choice on meaning and tone in informational text. (RI.8.4)</li> <li>• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> <li>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the central idea of the section “Doc-Lap at Last” in the informational text “The Vietnam Wars.”</li> <li>• I can objectively summarize informational text.</li> <li>• I can use context clues to determine word meanings.</li> <li>• I can participate in discussions about the text with a partner, small group, and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ annotated texts</li> <li>• Three Threes in a Row note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>• Three Threes in a Row protocol</li> </ul>
<b>Lesson 11</b>	Character Analysis: How Do Personal Possessions Reveal Aspects of Characters?	<ul style="list-style-type: none"> <li>• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RI.8.3)</li> <li>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RI.8.1)</li> <li>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>• I can make inferences to deepen my understanding of <i>Inside Out &amp; Back Again</i>.</li> <li>• I can cite evidence from the poems “Choice” and “Left Behind” to explain how this incident reveals aspects of Ha and her family members.</li> <li>• I can participate in discussions about the text with a partner, small group, and whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• QuickWrite 5 (from homework)</li> <li>• Students’ annotated text</li> <li>• Write-Pair-Share</li> <li>• Jigsaw recording form</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw protocol</li> </ul>

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 12</b>	Examining How Word Choice Contributes to Tone and Meaning: Close Reading of “Wet and Crying”	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>I can analyze the impact of word choice on meaning and tone. (RL.8.4)</li> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can make inferences to deepen my understanding of <i>Inside Out &amp; Back Again</i>.</li> <li>I can explain how nuances in word meanings contribute to the overall tone of the poem.</li> <li>I can participate in discussions about the text with a partner, small group, and whole class.</li> </ul>	<ul style="list-style-type: none"> <li>QuickWrite 6 (from homework)</li> <li>Write-Pair-Share note-catcher with text-dependent questions</li> </ul>	<ul style="list-style-type: none"> <li>Things Close Readers Do (added to)</li> <li>Write-Pair-Share protocol</li> </ul>
<b>Lesson 13</b>	Comparing Meaning and Tone: The Fall of Saigon in Fiction and Informational Text	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary and informational text. (RL.8.1 and RI.8.1)</li> <li>I can analyze the impact of word choice on meaning and tone. (RL.8.4 and RI.8.4)</li> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can make inferences to deepen my understanding of <i>Inside Out &amp; Back Again</i>.</li> <li>I can cite evidence from the poem “Saigon Is Gone” to explain the fall of Saigon and the emotional impact of this news on Hoa and the other characters in the novel.</li> <li>I can analyze the word choices of two texts about the fall of Saigon and describe how that word choice contributes to the tone and meaning of each text.</li> <li>I can participate in discussions about the text with a partner, small group, and whole class.</li> </ul>	<ul style="list-style-type: none"> <li>QuickWrite 7 (from homework)</li> <li>Word Choice, Tone, and Meaning note-catcher</li> </ul>	



## EXPEDITIONARY LEARNING

### GRADE 8: MODULE 1: UNIT 1: OVERVIEW

#### Unit-at-a-Glance

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 14</b>	End of Unit Assessment: How Word Choice Contributes to Tone and Meaning	<ul style="list-style-type: none"><li>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1 and RI.8.1)</li><li>• I can analyze the impact of word choice on meaning and tone. (RL.8.4 and RI.8.4)</li><li>• I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)</li></ul>	<ul style="list-style-type: none"><li>• I can analyze how the word choice in both informational and literary texts affects the meaning and tone.</li><li>• I can cite evidence from text to support analysis of literary and informational text.</li></ul>	<ul style="list-style-type: none"><li>• End of Unit 1 Assessment</li></ul>	<ul style="list-style-type: none"><li>• Things Close Readers Do (reviewed)</li></ul>





## EXPEDITIONARY LEARNING

### GRADE 8: MODULE 1: UNIT 1: OVERVIEW

Finding Home: 28  
Refugees

#### Optional: Experts, Fieldwork, And Service

##### Experts

- Invite experts to speak to the class about the history of Vietnam, the Vietnam War, or the fall of Saigon.
- Locate refugees from Vietnam to come and answer the questions students generate.

##### Fieldwork

- N/A

##### Service

- Coordinate a local refugee center to inquire about service opportunities

#### Optional: Extensions

- Social Studies teachers may complement this unit with a focus on similar Guiding Questions, which were developed from the NYS Social Studies Core Curriculum, see Guiding Questions above.

#### Preparation and Materials

- Students keep class notes in a journal. This could be a composition notebook or one section of a binder.
- Throughout this module, students will need a folder to collect and store all teacher-provided tote-catchers, text-dependent question handouts, and graphic organizers.
- Teachers are encouraged to keep a model journal alongside students, in order to model note-taking and QuickWrites.
- Teachers also are encouraged to “test drive” each Quick Write in advance. See teaching note in Lesson 4.



GR	MODULE #	TITLE	AUTHOR	QUANTITY
3	Module 1	<i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i>	Margriet Ruurs	Teacher copy only
3	Module 1	<i>Rain School</i>	James Rumford	One per student
3	Module 1	<i>The Librarian of Basra</i>	Jeanette Winter	One per student
3	Module 1	<i>Thank You, Mr. Falker</i>	Patricia Polacco	Teacher copy only
3	Module 1	<i>The Incredible Book Eating Boy</i>	Oliver Jeffers	Teacher copy only
3	Module 1	<i>The Boy Who Loved Words</i>	Roni Schotter	Teacher copy only
3	Module 1	<i>Waiting for the Biblioburro</i>	Monica Brown	Teacher copy only
3	Module 1	<i>Nasreen's Secret School</i>	Jeanette Winter	One per student
3	Module 1	<i>That Book Woman</i>	Heather Henson	Teacher copy only
3	Module 2A	<i>Poison Dart Frogs Up Close</i>	Carmen Bredeson	One per student
3	Module 2A	<i>Deadly Poison Dart Frogs</i>	Lincoln James	One per student
3	Module 2A	<i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>	DK Publishing	One per student
3	Module 2A	<i>Bullfrog at Magnolia Circle</i>	Deborah Dennard, illustrated by Kristin Kest	One per student
3	Module 2A	<i>All the Small Poems and Fourteen More</i>	Valerie Worth	
3	Module 3A	<i>Classic Starts Peter Pan</i>	J. M. Barrie, adapted by Tania Zamorski	One per student
3	Module 4	<i>One Well: The Story of Water on Earth</i>	Rochelle Strauss	One per student
3	Module 2B	<i>Magic Tree House #37: Dragon of the Red Dawn</i>	Mary Pope Osborne	One per student
3	Module 2B	<i>Magic Tree House #33: Carnival at Candlelight</i>	Mary Pope Osborne	Enough texts for 1/3 of the class
3	Module 2B	<i>Magic Tree House #34: Season of the Sandstorms</i>	Mary Pope Osborne	Enough texts for 1/3 of the class
3	Module 2B	<i>Magic Tree House #45: A Crazy Day with Cobras</i>	Mary Pope Osborne	Enough texts for 1/3 of the class
3	Module 2B	<i>Exploring Countries: Japan</i>	Colleen Sexton	One per student
3	Module 2B	<i>Exploring Countries: Italy</i>	Rachel Grack	Enough texts for 1/3 of the class
3	Module 2B	<i>Exploring Countries: India</i>	Jim Bartell	Enough texts for 1/3 of the class
3	Module 2B	<i>Exploring Countries: Iraq</i>	Lisa Owings	Enough texts for 1/3 of the class
3	Module 3B	<i>Lon Po Po</i>	Ed Young	One per student
3	Module 3B	<i>Aesop's Fables</i>	Jerry Pinkney	One per student
3	Module 3B	<i>Face to Face with Wolves</i>	Jim and Judy Brandenburg	One per student
4	Module 1A*	<i>The Iroquois: The Six Nations Confederacy</i>	Mary Englar	One per student
4	Module 1A*	<i>Eagle Song</i>	Joseph Bruchac	One per student (optional)
4	Module 1A*	<i>The Keeping Quilt</i>	Patricia Polacco	Teacher copy only

4	Module 1B	<i>A River of Words: The Story of William Carlos Williams</i>	Jen Bryant	Teacher copy only
4	Module 1B	<i>Love That Dog</i>	Sharon Creech	One per student
4	Module 2A	<i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>	Elizabeth Raum	One per student
4	Module 2A	<i>If You Lived in Colonial Times</i>	Ann McGovern, illustrated by June Otani	One per student
4	Module 3A	<i>Simple Machines: Forces in Action (Do It Yourself)</i>	Buffy Silverman	One per student
4	Module 3A	<i>Take a Quick Bow!</i>	Pamela Marx	Teacher copy only
4	Module 4	<i>The Hope Chest</i>	Karen Schwabach	One per student
4	Module 2B	<i>Animal Behavior: Animal Defenses</i>	Christina Wilsdon	One per student
4	Module 2B	<i>Venom</i>	Marilyn Singer	Teacher copy only
4	Module 2B	<i>Can You Survive in the Wilderness? An Interactive Survival Adventure</i>	Matt Doeden	Teacher copy only
4	Module 3B	<i>Divided Loyalties: The Barton Family during the American Revolution</i>	Gare Thompson and Barbara Kiwak	One per student
5	Module 1	<i>Esperanza Rising</i>	Pam Munoz Ryan	One per student
5	Module 2A	<i>Rainforest Research Journal</i>	Paul Mason	Teacher copy only
5	Module 2A	<i>The Most Beautiful Roof in the World</i>	Kathryn Lasky	One per student
5	Module 3A	<i>Promises To Keep: How Jackie Robinson Changed America</i>	Sharon Robinson	One per student
5	Module 4**	<i>Eight Days: A Story of Haiti</i>	Edwidge Danticat	One per student
5	Module 2B	<i>Investigating the Scientific Method with Max Axiom, Super Scientist</i>	Donald B. Lemke	One per student
5	Module 2B	<i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>	Kathleen Krull	One per student
5	Module 3B	<i>The Inuit Thought of It: Amazing Arctic Innovations (We Thought of It)</i>	Alootook Ipellie and David MacDonald	One per student
6	Module 1	<i>The Lightning Thief</i>	Rick Riordan	One per student
6	Module 1	<i>D'Aulaires Book of Greek Myths</i>	Ingri and Edgar Parin D'Aulaire	Teacher copy only
6	Module 2A	<i>Bud, Not Buddy</i>	Christopher Paul Curtis	One per student
6	Module 3A	<i>Dragonwings</i>	Laurence Yep	One per student
6	Module 4	<i>Frightful's Mountain</i>	Jean Craighead George	One per student
6	Module 2B	<i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>	Laura Amy Schlitz	One per student
6	Module 2B	<i>Blue Lipstick: Concrete Poems</i>	John Grandits	Five texts per teacher (used by small groups)
6	Module 2B	<i>Technically, It's Not My Fault: Concrete Poems</i>	John Grandits	Five texts per teacher (used by small groups)
6	Module 3B	<i>World Without Fish</i>	Mark Kurlansky	One per student
6	Module 3B	<i>Flush</i>	Carl Hiaasen	One per student
7	Module 1	<i>A Long Walk to Water</i>	Linda Sue Park	One per student

7	Module 2A	<i>Lyddie</i>	Katherine Patterson	One per student
7	Module 3A	<i>Narrative of the Life of Frederick Douglass</i>	Frederick Douglass	
7	Module 3A	<i>The People Could Fly: The Picture Book</i>	Virginia Hamilton	Teacher copy only
7	Module 3A	<i>Frederick Douglass: The Last Day of Slavery</i>	William Miller	Teacher copy only
7	Module 4A			
7	Module 4B	<i>The Big Thirst: The Secret Life and Turbulent Future of Water</i>	Charles Fishman	One per student
7	Module 2B	<i>Pygmalion</i>	George Bernard Shaw	One per student
7	Module 2B	<i>Nadia's Hands</i>	Karen English, illustrated by Jonathan Weiner	Teacher copy only
8	Module 1	<i>Inside Out &amp; Back Again</i>	Thanhha Lai	One per student
8	Module 2A	<i>To Kill a Mockingbird</i>	Harper Lee	One per student
8	Module 2A	<i>To Kill a Mockingbird</i> (film)	Directed by Robert Mulligan (1962)	
8	Module 3A	<i>Unbroken: A World War II Story of Survival, Resilience and Redemption***</i>	Laura Hillenbrand	One per student
8	Module 4	<i>The Omnivore's Dilemma: The Secrets Behind What You Eat, Young Readers Edition</i>	Michael Pollan	One per student
8	Module 2B	<i>A Midsummer Night's Dream</i>	William Shakespeare (Folger Shakespeare Library)	One per student
8	Module 2B	<i>Teaching Romeo &amp; Juliet, Macbeth and Midsummer Night: Shakespeare Set Free</i>	Peggy O'Brien	Teacher copy only
8	Module 3B	<i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i>	Carlotta Walls LaNier and Lisa Frazier Page	One per student
8	Module 3B	<i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i>	Shelley Tougas	One per student

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## Ratios and Proportional Relationships

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<sup>1</sup>Each lesson is ONE day, and ONE day is considered a 45-minute period.

## Grade 7 • Module 1

# Ratios and Proportional Relationships

## OVERVIEW

In Module 1, students build upon their Grade 6 reasoning about ratios, rates, and unit rates (6.RP.A.1, 6.RP.A.2, 6.RP.A.3) to formally define proportional relationships and the constant of proportionality (7.RP.A.2). In Topic A, students examine situations carefully to determine if they are describing a proportional relationship. Their analysis is applied to relationships given in tables, graphs, and verbal descriptions (7.RP.A.2a).

In Topic B, students learn that the unit rate of a collection of equivalent ratios is called the *constant of proportionality* and can be used to represent proportional relationships with equations of the form  $y = kx$ , where  $k$  is the constant of proportionality (7.RP.A.2b, 7.RP.A.2c, 7.EE.B.4a). Students relate the equation of a proportional relationship to ratio tables and to graphs and interpret the points on the graph within the context of the situation (7.RP.A.2d).

In Topic C, students extend their reasoning about ratios and proportional relationships to compute unit rates for ratios and rates specified by rational numbers, such as a speed of  $\frac{m}{h}$  mile per hour (7.RP.A.1). Students apply their experience in the first two topics and their new understanding of unit rates for ratios and rates involving fractions to solve multi-step ratio word problems (7.RP.A.3, 7.EE.B.4a).

In the final topic of this module, students bring the sum of their experience with proportional relationships to the context of scale drawings (7.RP.A.2b, 7.G.A.1). Given a scale drawing, students rely on their background in working with side lengths and areas of polygons (6.G.A.1, 6.G.A.3) as they identify the scale factor as the constant of proportionality, calculate the actual lengths and areas of objects in the drawing, and create their own scale drawings of a two-dimensional view of a room or building. The topic culminates with a two-day experience of students creating a new scale drawing by changing the scale of an existing drawing.

Later in the year, in Module 4, students extend the concepts of this module to percent problems.

The module is composed of 22 lessons; 8 days are reserved for administering the Mid- and End-of-Module Assessments, returning the assessments, and remediating or providing further applications of the concepts. The Mid-Module Assessment follows Topic B. The End-of-Module Assessment follows Topic D.

## Focus Standards

**Analyze proportional relationships and use them to solve real-world and mathematical problems.**

- 7.RP.A.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks  $\frac{1}{2}$  mile in  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{\frac{1}{2} \text{ miles}}{\frac{1}{4} \text{ hour}}$ , equivalently  $\frac{1}{2} \div \frac{1}{4}$  miles per hour.*
- 7.RP.A.2** Recognize and represent proportional relationships between quantities.
- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
  - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
  - Represent proportional relationships by equations. *For example, if total cost is proportional to the number of items purchased at a constant price, the relationship between the total cost and the number of items can be expressed as  $y = kx$ .*
  - Explain what a point on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0,1)$  and  $(1,0)$ , where  $k$  is the unit rate.
- 7.RP.A.3** Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

**Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**

- 7.EE.B.4<sup>1</sup>** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- Solve word problems leading to equations of the form  $ax + b = c$  and  $p(x + q) = r$ , where  $a, b, c, p, q,$  and  $r$  are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*

<sup>1</sup>In this module, the equations are derived from ratio problems. 7.EE.B.4a is returned to in Modules 2 and 3.

**Draw, construct, and describe geometrical figures and describe the relationships between them.**

- 7.G.A.1** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

## Foundational Standards

**Understand ratio concepts and use ratio reasoning to solve problems.**

- 6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, “The ratio of wings to beaks in the bird house at the zoo was , because for every wings there was beak.” “For every vote candidate A received, candidate C received nearly three votes.”*
- 6.RP.A.2** Understand the concept of a unit rate associated with a ratio with , and use rate language in the context of a ratio relationship. *For example, “This recipe has a ratio of cups of flour to cups of sugar, so there is cup of flour for each cup of sugar.” “We paid for hamburgers, which is a rate of per hamburger.”<sup>3</sup>*
- 6.RP.A.3** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
  - Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took hours to mow lawns, then at that rate, how many lawns could be mowed in hours? At what rate were lawns being mowed?*
  - Find a percent of a quantity as a rate per (e.g., of a quantity means times the quantity); solve problems involving finding the whole, given a part and the percent.
  - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

**Solve real-world and mathematical problems involving area, surface area, and volume.**

- 6.G.A.1** Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

<sup>3</sup>Expectations for unit rates in this grade are limited to non-complex fractions.



- 6.G.A.3** Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

## Focus Standards for Mathematical Practice

- MP.1** **Make sense of problems and persevere in solving them.** Students make sense of and solve multi-step ratio problems, including cases with pairs of rational number entries; they use representations, such as ratio tables, the coordinate plane, and equations, and relate these representations to each other and to the context of the problem. Students depict the meaning of constant of proportionality in proportional relationships, the importance of  $k$  and  $b$  on graphs, and the implications of how scale factors magnify or shrink actual lengths of figures on a scale drawing.
- MP.2** **Reason abstractly and quantitatively.** Students compute unit rates for paired data given in tables to determine if the data represents a proportional relationship. Use of concrete numbers will be analyzed to create and implement equations, including  $y = kx + b$ , where  $k$  is the constant of proportionality. Students decontextualize a given constant speed situation, representing symbolically the quantities involved with the formula,  $d = rt$ . In scale drawings, scale factors will be changed to create additional scale drawings of a given picture.

## Terminology

### New or Recently Introduced Terms

- **Constant of Proportionality** (If a proportional relationship is described by the set of ordered pairs that satisfies the equation  $y = kx + b$ , where  $k$  is a positive constant, then  $k$  is called the *constant of proportionality*. For example, if the ratio of  $y$  to  $x$  is  $k$ , then the constant of proportionality is  $k$ , and  $b$ .)
- **Miles per Hour** (One *mile per hour* is a proportional relationship between miles and hours given by the equation  $y = \frac{1}{60}x$  (both  $x$  and  $y$  are positive real numbers). Similarly, for any positive real number  $k$ , *miles per hour* is a proportional relationship between miles and hours given by  $y = kx$ . The unit for the rate, mile per hour (or mile/hour) is often abbreviated as mph.)
- **One-To-One Correspondence Between Two Figures in the Plane (description)** (For two figures in the plane,  $F$  and  $G$ , a *one-to-one correspondence between the figures* is a pairing between the points in  $F$  and the points in  $G$  so that each point  $p$  of  $F$  is paired with one and only one point  $q$  in  $G$ , and likewise, each point  $q$  in  $G$  is paired with one and only one point  $p$  in  $F$ .)



who are learning with the curriculum might respond.

## Preparing to Teach a Lesson

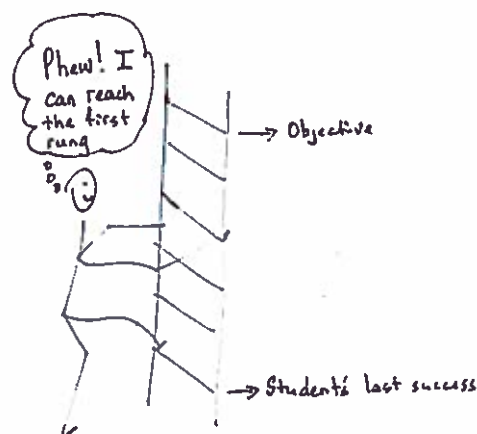
A three-step process is suggested to prepare a lesson. It is understood that at times teachers may need to make adjustments (customizations) to lessons to fit the time constraints and unique needs of their students. The recommended planning process is outlined below. **Note:** The ladder of Step 2 is a metaphor for the teaching sequence. The sequence can be seen not only at the macro level in the role that this lesson plays in the overall story, but also at the lesson level, where each rung in the ladder represents the next step in understanding or the next skill needed to reach the objective. To reach the objective, or the top of the ladder, all students must be able to access the first rung and each successive rung.

### Step 1: Discern the plot.

- A: Briefly review the module's Table of Contents, recalling the overall story of the module and analyzing the role of this lesson in the module.
- B: Read the Topic Overview related to the lesson, and then review the Student Outcome(s) and Exit Ticket of each lesson in the topic.
- C: Review the assessment following the topic, keeping in mind that assessments can be found midway through the module and at the end of the module.

### Step 2: Find the ladder.

- A: Work through the lesson, answering and completing each question, example, exercise, and challenge.
- B: Analyze and write notes on the new complexities or new concepts introduced with each question or problem posed; these notes on the sequence of new complexities and concepts are the rungs of the ladder.
- C: Anticipate where students might struggle, and write a note about the potential cause of the struggle.
- D: Answer the Closing questions, always anticipating how students will respond.



### Step 3: Hone the lesson.

Lessons may need to be customized if the class period is not long enough to do all of what is presented and/or if students lack prerequisite skills and understanding to move through the entire lesson in the time allotted. A suggestion for customizing the lesson is to first decide upon and designate each question, example, exercise, or challenge as either "Must Do" or "Could Do."

- A: Select "Must Do" dialogue, questions, and problems that meet the Student Outcome(s) while still providing a coherent experience for students; reference the ladder. The expectation should be that the majority of the class will be able to complete the "Must Do" portions of the lesson within the allocated time. While choosing the "Must Do" portions of the lesson, keep in mind the need for a balance of dialogue and conceptual questioning, application problems, and abstract problems, and a balance between students using pictorial/graphical representations and abstract representations. Highlight dialogue to be included in the delivery of instruction so that students have a chance to

articulate and consolidate understanding as they move through the lesson.

- B: “Must Do” portions might also include remedial work as necessary for the whole class, a small group, or individual students. Depending on the anticipated difficulties, the remedial work might take on different forms as suggested in the chart below.

Anticipated Difficulty	“Must Do” Remedial Problem Suggestion
The first problem of the lesson is too challenging.	Write a short sequence of problems on the board that provides a ladder to Problem 1. Direct students to complete those first problems to empower them to begin the lesson.
There is too big of a jump in complexity between two problems.	Provide a problem or set of problems that bridge student understanding from one problem to the next.
Students lack fluency or foundational skills necessary for the lesson.	Before beginning the lesson, do a quick, engaging fluency exercise, such as a Rapid White Board Exchange or Sprint. Before beginning any fluency activity for the first time, assess that students have conceptual understanding of the problems in the set and that they are poised for success with the easiest problem in the set.
More work is needed at the concrete or pictorial level.	Provide manipulatives or the opportunity to draw solution strategies.
More work is needed at the abstract level.	Add a White Board Exchange of abstract problems to be completed toward the end of the lesson.

- C: “Could Do” problems are for students who work with greater fluency and understanding and can, therefore, complete more work within a given time frame.
- D: At times, a particularly complex problem might be designated as a “Challenge!” problem to provide to advanced students. Consider creating the opportunity for students to share their “Challenge!” solutions with the class at a weekly session or on video.
- E: If the lesson is customized, be sure to carefully select Closing questions that reflect such decisions and adjust the Exit Ticket if necessary.

## Assessment Summary

Assessment Type	Administered	Format	Standards Addressed
Mid-Module Assessment Task	After Topic B	Constructed response with rubric	7.RP.A.2
End-of-Module Assessment Task	After Topic D	Constructed response with rubric	7.RP.A.1, 7.RP.A.2, 7.RP.A.3, 7.EE.B.4a,

# Attachment K

## *Academic Performance Goal 1*

School-Specific Goal for: URBAN ACT Academy

**Mission Statement:** URBAN ACT Academy's mission is to empower students as leaders and infuse 21<sup>st</sup> century skills with social, community and self-awareness projects to develop globally competitive scholars and informed citizens.

**Goal:** Scholars will participate in a culminating, public exhibition that showcases a high quality product or performance.

<b>Goal:</b> Scholars will participate in a culminating, public exhibition that showcases a high quality product or performance.					
<b>Charter Year</b>	<b>Calendar Year</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
<b>1</b>	<b>2018-19</b>	<b>90-100% of scholars participate in a public exhibition</b>	<b>79-89% of scholars participate in a public exhibition</b>	<b>65-78% of scholars participate in a public exhibition</b>	<b>Less than 64% of scholars participate in a public exhibition</b>
<b>2</b>	<b>2019-20</b>	<b>90-100% of scholars participate in a public exhibition</b>	<b>79-89% of scholars participate in a public exhibition</b>	<b>65-78% of scholars participate in a public exhibition</b>	<b>Less than 64% of scholars participate in a public exhibition</b>
<b>3</b>	<b>2020-21</b>	<b>90-100% of scholars participate in a public exhibition</b>	<b>79-89% of scholars participate in a public exhibition</b>	<b>65-78% of scholars participate in a public exhibition</b>	<b>Less than 64% of scholars participate in a public exhibition</b>
<b>4</b>	<b>2021-22</b>	<b>90-100% of scholars participate in a public exhibition</b>	<b>79-89% of scholars participate in a public exhibition</b>	<b>65-78% of scholars participate in a public exhibition</b>	<b>Less than 64% of scholars participate in a public exhibition</b>
<b>5</b>	<b>2022-23</b>	<b>90-100% of scholars participate in a public exhibition</b>	<b>79-89% of scholars participate in a public exhibition</b>	<b>65-78% of scholars participate in a public exhibition</b>	<b>Less than 64% of scholars participate in a public exhibition</b>

					<b>in a public exhibition</b>
<b>6</b>	<b>2023-24</b>	<b>90-100% of scholars participate in a public exhibition</b>	<b>79-89% of scholars participate in a public exhibition</b>	<b>65-78% of scholars participate in a public exhibition</b>	<b>Less than 64% of scholars participate in a public exhibition</b>
<b>7</b>	<b>2024-25</b>	<b>90-100% of scholars participate in a public exhibition</b>	<b>79-89% of scholars participate in a public exhibition</b>	<b>65-78% of scholars participate in a public exhibition</b>	<b>Less than 64% of scholars participate in a public exhibition</b>

**Assessment Tool:** Public Exhibition Rubric

**Attachments:** Attachment K includes a sample rubric

**Rationale for Goal and Measures:** Public exhibitions give students an opportunity to both apply and showcase their learning. Students will get practice organizing information, displaying their learning in a way that best fits their learning style. Students also get practice speaking and engaging others in their thought process. Practicing public speaking helps students become more comfortable with this valuable life skill. They also have opportunities to answer questions and receive feedback from an audience. This will later prepare them for future opportunities where they will have to present their work or interview for a position.

**Assessment Reliability and Consistency:** To ensure reliability and consistency, teachers will be normed across the rubric, particularly when assigning a score for scholars on different grade levels to take into account varying student developmental abilities at each age.

**Baseline Data:** The first year of data will be collected during the 2018-19 school year.

*Academic Performance Goal 2*

School-Specific Goal for: URBAN ACT Academy

**Mission Statement:** URBAN ACT Academy's mission is to empower students as leaders and infuse 21<sup>st</sup> century skills with social, community and self-awareness projects to develop globally competitive scholars and informed citizens.

**Goal:** Scholars will be able to articulate and illustrate growth and progress toward their Personalized Learning Plan goals by the end of the year.

<b>Goal:</b> Scholars will be able to articulate and illustrate growth and progress toward their Personalized Learning Plan goals by the end of the year.					
<b>Charter Year</b>	<b>Calendar Year</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
<b>1</b>	<b>2018-19</b>	<b>81% - 100% of scholars can demonstrate measureable growth on their PLP</b>	<b>75-80% of scholars can demonstrate measurable growth on their PLP</b>	<b>65% - 74% of scholars can demonstrate measurable growth on their PLP</b>	<b>Less than 64% of scholars can demonstrate measureable growth on their PLP</b>
<b>2</b>	<b>2019-20</b>	<b>81% - 100% of scholars can demonstrate measureable growth on their PLP</b>	<b>75-80% of scholars can demonstrate measurable growth on their PLP</b>	<b>65% - 74% of scholars can demonstrate measurable growth on their PLP</b>	<b>Less than 64% of scholars can demonstrate measureable growth on their PLP</b>
<b>3</b>	<b>2020-21</b>	<b>81% - 100% of scholars can demonstrate measureable growth on their PLP</b>	<b>75-80% of scholars can demonstrate measurable growth on their PLP</b>	<b>65% - 74% of scholars can demonstrate measurable growth on their PLP</b>	<b>Less than 64% of scholars can demonstrate measureable growth on their PLP</b>
<b>4</b>	<b>2021-22</b>	<b>81% - 100% of scholars can demonstrate measureable growth on their PLP</b>	<b>75-80% of scholars can demonstrate measurable growth on their PLP</b>	<b>65% - 74% of scholars can demonstrate measurable growth on their PLP</b>	<b>Less than 64% of scholars can demonstrate measureable growth on their PLP</b>

5	2022-23	81% - 100% of scholars can demonstrate measureable growth on their PLP	75-80% of scholars can demonstrate measurable growth on their PLP	65% - 74% of scholars can demonstrate measurable growth on their PLP	Less than 64% of scholars can demonstrate measureable growth on their PLP
6	2023-24	81% - 100% of scholars can demonstrate measureable growth on their PLP	75-80% of scholars can demonstrate measurable growth on their PLP	65% - 74% of scholars can demonstrate measurable growth on their PLP	Less than 64% of scholars can demonstrate measureable growth on their PLP
7	2024-25	81% - 100% of scholars can demonstrate measureable growth on their PLP	75-80% of scholars can demonstrate measurable growth on their PLP	65% - 74% of scholars can demonstrate measurable growth on their PLP	Less than 64% of scholars can demonstrate measureable growth on their PLP

**Assessment Tool:** The school will track and document receipt of students' Personalized Learning Plans (PLP) signed by learning team participants. These will be kept with student records.

**Attachments:** Attachment D reflects an PLP template

**Rationale for Goal and Measures:** The PLP provides the opportunity to identify student specific goals and document the student's progress towards obtaining these goals. By utilizing this document, the student can begin to develop an awareness of their own learning, their strengths and growth areas. This will be used to help students become an advocate for their articulating their needs.

**Assessment Reliability and Consistency:** Each PLP will contain scores from early grade level specific and content specific diagnostic assessments to understand strengths and challenges.

**Baseline Data:** The first year of data will be collected during the 2018-19 school year.

*Non-Academic Performance Goal 1*  
School-Specific Goal for: URBAN ACT Academy

**Mission Statement:** URBAN ACT Academy’s mission is to empower students as leaders and infuse 21<sup>st</sup> century skills with social, community and self-awareness projects to develop globally competitive scholars and informed citizens.

**Goal:** Eligible scholars will re-enroll in our school the following year.

<b>Goal:</b> Eligible scholars will re-enroll in our school the following year.					
<b>Charter Year</b>	<b>Calendar Year</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
<b>1</b>	<b>2018-19</b>	<b>81- 100% of eligible scholars will re-enroll the following year</b>	<b>75-80% of eligible scholars will re-enroll the following year</b>	<b>65-74% of eligible scholars will re-enroll the following year</b>	<b>Less than 64% of eligible scholars will re-enroll the following year</b>
<b>2</b>	<b>2019-20</b>	<b>81- 100% of eligible scholars will re-enroll the following year</b>	<b>75-80% of eligible scholars will re-enroll the following year</b>	<b>65-74% of eligible scholars will re-enroll the following year</b>	<b>Less than 64% of eligible scholars will re-enroll the following year</b>
<b>3</b>	<b>2020-21</b>	<b>81- 100% of eligible scholars will re-enroll the following year</b>	<b>75-80% of eligible scholars will re-enroll the following year</b>	<b>65-74% of eligible scholars will re-enroll the following year</b>	<b>Less than 64% of eligible scholars will re-enroll the following year</b>
<b>4</b>	<b>2021-22</b>	<b>81- 100% of eligible scholars will re-enroll the following year</b>	<b>75-80% of eligible scholars will re-enroll the following year</b>	<b>65-74% of eligible scholars will re-enroll the following year</b>	<b>Less than 64% of eligible scholars will re-enroll the following year</b>
<b>5</b>	<b>2022-23</b>	<b>81- 100% of eligible scholars will re-enroll the</b>	<b>75-80% of eligible scholars will re-enroll the</b>	<b>65-74% of eligible scholars will re-enroll the</b>	<b>Less than 64% of eligible scholars will</b>

		following year	following year	following year	re-enroll the following year
6	2023-24	81- 100% of eligible scholars will re-enroll the following year	75-80% of eligible scholars will re-enroll the following year	65-74% of eligible scholars will re-enroll the following year	Less than 64% of eligible scholars will re-enroll the following year
7	2024-25	81- 100% of eligible scholars will re-enroll the following year	75-80% of eligible scholars will re-enroll the following year	65-74% of eligible scholars will re-enroll the following year	Less than 64% of eligible scholars will re-enroll the following year

**Assessment Tool:** URBAN ACT Academy will send a letter to families where they will indicate their intent to return to the school. Once the letter is returned to the school, the information will be tracked and uploaded into our student data-base so that we can continue to communicate and provide support to our families over the summer break.

**Attachments:** Attachment L is sample re-enrollment letter to families

**Rationale for Goal and Measures:** The goal is to retain as many students as possible within our school membership as the educational model is designed to be continuous with each grade continuing off of the previous year's work. When students return they are provided with lasting relationships with school staff members, the school culture is preserved due to the fact the students know the rules, routines and expectations and most importantly, the staff will have historical data and prior knowledge of students and their existing learning plans. This provides teachers the ability to maximize time at the beginning of the year and to spend more time on personalized and targeted instruction to meet the students' needs.

It is also our goal to provide families with exceptional service. For families who remain in our district but do not select to return, we intend to gather feedback to understand how we might be able to improve our educational program to better meet the needs of our scholars.

**Assessment Reliability and Consistency:** To ensure reliability and consistency, this information will be sent home to all families mid-year and also prior to the end of the school year. This will enable the school to both collect and act on this information before the next school year begins.

**Baseline Data:** The first year of data will be collected during the 2018-19 school year.



*Non-Academic Performance Goal 2*  
School-Specific Goal for: URBAN ACT Academy

**Mission Statement:** URBAN ACT Academy's mission is to empower students as leaders and infuse 21<sup>st</sup> century skills with social, community and self-awareness projects to develop globally competitive scholars and informed citizens.

**Goal:** Families will report on our end of year survey that they are satisfied with their child's learning experience at our school.

<b>Goal:</b> Families will report on our end of year survey that they are satisfied with their child's learning experience at URBAN ACT Academy (UAA).					
<b>Charter Year</b>	<b>Calendar Year</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
<b>1</b>	<b>2018-19</b>	<b>81- 100% of families will report that they are satisfied with their child's learning experience at UAA</b>	<b>75-80% of families will report that they are satisfied with their child's learning experience at UAA</b>	<b>65-74% of families will report that they are satisfied with their child's learning experience at UAA</b>	<b>Less than 64% of families will report that they are satisfied with their child's learning experience at UAA</b>
<b>2</b>	<b>2019-20</b>	<b>81- 100% of families will report that they are satisfied with their child's learning experience at UAA</b>	<b>75-80% of families will report that they are satisfied with their child's learning experience at UAA</b>	<b>65-74% of families will report that they are satisfied with their child's learning experience at UAA</b>	<b>Less than 64% of families will report that they are satisfied with their child's learning experience at UAA</b>
<b>3</b>	<b>2020-21</b>	<b>81- 100% of families will report that they are satisfied with their child's learning</b>	<b>75-80% of families will report that they are satisfied with their child's learning</b>	<b>65-74% of families will report that they are satisfied with their child's learning</b>	<b>Less than 64% of families will report that they are satisfied with their child's</b>

		experience at UAA	experience at UAA	experience at UAA	learning experience at UAA
4	2021-22	81- 100% of families will report that they are satisfied with their child's learning experience at UAA	75-80% of families will report that they are satisfied with their child's learning experience at UAA	65-74% of families will report that they are satisfied with their child's learning experience at UAA	Less than 64% of families will report that they are satisfied with their child's learning experience at UAA
5	2022-23	81- 100% of families will report that they are satisfied with their child's learning experience at UAA	75-80% of families will report that they are satisfied with their child's learning experience at UAA	65-74% of families will report that they are satisfied with their child's learning experience at UAA	Less than 64% of families will report that they are satisfied with their child's learning experience at UAA
6	2023-24	81- 100% of families will report that they are satisfied with their child's learning experience at UAA	75-80% of families will report that they are satisfied with their child's learning experience at UAA	65-74% of families will report that they are satisfied with their child's learning experience at UAA	Less than 64% of families will report that they are satisfied with their child's learning experience at UAA
7	2024-25	81- 100% of families will report that they are satisfied with their child's learning experience at UAA	75-80% of families will report that they are satisfied with their child's learning experience at UAA	65-74% of families will report that they are satisfied with their child's learning experience at UAA	Less than 64% of families will report that they are satisfied with their child's learning

					<b>experience at UAA</b>
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**Assessment Tool:** URBAN ACT Academy will send home a survey to families indicating their satisfaction with the overall educational experience for their child.

**Attachments:** See attachment M for sample family survey

**Rationale for Goal and Measures:** Research indicates that parents and guardians who take an active role in their child's education have students who perform better than peers who do not have such support. As a result, family involvement and satisfaction is a priority at URBAN ACT Academy. By offering a survey, families have the opportunity to share their opinions and provide useful insights to things that might otherwise go unnoticed. This information can also inform the school's successful measures towards creating a positive learning environment.

**Assessment Reliability and Consistency:** To ensure reliability of the family satisfaction survey, the survey will be administered at different points of the year to the same group of people.

**Baseline Data:** The first year of data will be collected during the 2018-19 school year.

# Attachment L

## URBAN ACT Academy Exhibition Rubric

	4 – Exceeds Standards	3 – Meets Standards	2 – Approaching Standards	1 – Needs Intervention
<b>Communicating Learning &amp; Growth</b>	<ul style="list-style-type: none"> <li>You provided more than 3 specific examples of your growth or learning</li> </ul>	<ul style="list-style-type: none"> <li>You provided at least 3 specific examples of your growth or learning</li> </ul>	<ul style="list-style-type: none"> <li>You provided 2 examples of your growth and learning</li> <li>Your growth and learning was not specific</li> </ul>	<ul style="list-style-type: none"> <li>You provided 1 example of your growth and learning</li> <li>Your growth and learning was not specific</li> </ul>
<b>Artifacts</b>	<ul style="list-style-type: none"> <li>Your artifacts were effective at communicating your learning targets</li> <li>Your artifacts contributed to the presentation</li> </ul>	<ul style="list-style-type: none"> <li>Your artifacts were referenced in your presentation</li> <li>Your artifacts were relevant</li> </ul>	<ul style="list-style-type: none"> <li>Your artifacts were referenced in your presentation</li> </ul>	<ul style="list-style-type: none"> <li>Your artifacts were not referenced during the presentation</li> </ul>
<b>Speaking Style</b>	<ul style="list-style-type: none"> <li>Your speaking style is clear, audible and well-paced</li> <li>You maintained eye contact with your audience throughout the entire presentation</li> </ul>	<ul style="list-style-type: none"> <li>Your speaking style is clear, audible and well-paced</li> <li>You maintained eye contact with your audience throughout most of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>Your speaking style was unclear or inaudible or not well-paced at times during the presentation</li> <li>You maintained eye contact with your audience during some of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>Your speaking style was unclear, inaudible and not well-paced</li> <li>You did not maintain any eye contact with your audience</li> </ul>
<b>Use of Time</b>	<ul style="list-style-type: none"> <li>You use the time frame in an effective and creative manner</li> <li>You do not run over time or leave more than 5 minutes for questions from the audience at the end of your presentation</li> </ul>	<ul style="list-style-type: none"> <li>You use the time frame effectively</li> <li>You do not run over time or leave more than 10 minutes for questions from the audience</li> </ul>	<ul style="list-style-type: none"> <li>Your presentation exceeds the time frame</li> <li>You do not leave time for questions from the audience</li> </ul>	<ul style="list-style-type: none"> <li>Your presentation is under the time frame</li> <li>You leave more than 10 minutes for questions from the audience</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>You are well prepared at the start and throughout your presentation</li> <li>You are able to respond to questions and reactions from your audience</li> </ul>	<ul style="list-style-type: none"> <li>You are well prepared at the start of your presentation</li> <li>You are able to answer and respond to most questions from the audience</li> </ul>	<ul style="list-style-type: none"> <li>Your presentation needs more practice</li> <li>You need more than 5 minutes to organize materials at the start of your presentation</li> <li>You are able to respond to some questions from the audience</li> </ul>	<ul style="list-style-type: none"> <li>Your presentation needs more practice and organization</li> <li>You are not prepared to start and/or have unfinished material</li> <li>You are unable to answer any questions from the audience</li> </ul>

# Attachment M



## Re-Commitment Form – 2019-2020 School Year

Student's Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

\_\_\_\_ I want my student to return and attend **URBAN ACT Academy** for their \_\_\_\_ grade school year. I understand that I am a critical part of my student's Learning Team.

I am fully committed to:

- ☐ Getting my child to school every day on time, letting them complete the school day, and picking them up from school on time;
- ☐ Working closely with my student's teacher to ensure that my positively contributes to the learning environment
- ☐ Notifying the school when my student is ill or is going to be absent;
- ☐ Finding 30 minutes to participate in student-led conferences.
- ☐ Attending my child's end of year exhibition.

\_\_\_\_ I will not be enrolling my child at UPREP Mark Murray Schools for the 2014-2015 school year.

Instead they will be attending \_\_\_\_\_ and the reason is

\_\_\_\_\_

\_\_\_\_\_  
Parent/Legal Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_ I need to update my families' address, email, and/or phone number.

\_\_\_\_\_  
\_\_\_\_\_

Please return this form to the **URBAN ACT Academy School Operations Manager**  
**by Friday, \_\_\_\_\_**

**Your timely response is warranted in order to secure enrollment.**

# Attachment N

## End of Year Survey

Directions: Please answer the survey questions to help us provide you with the best educational experience for your child. To complete read the statement and write the letter 'Y' for "yes" responses in which you agree and write the letter 'N' for "no" as your response if you disagree with the statement. You are welcome to use the space provided below the questions to provide more reasoning behind your selection. While the survey is anonymous, we invite you to speak with a staff member regarding any of your survey answers. Thank you for taking the time to give us your feedback.

Question	Write 'Y' or 'N'
1. I am satisfied with the educational experience at URBAN ACT Academy.	
2. Adults at this school challenge my child to do better.	
3. Collaboration and feedback is valued at the school.	
4. The school environment is safe and welcoming to me and my child.	
5. I am aware of my child's progress.	

Additional Comments:

# Attachment O

## ARTICLES OF INCORPORATION

### OF

### URBAN ACT ACADEMY, INC.

The undersigned Incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby executes the following Articles of Incorporation:

#### ARTICLE I

##### Name

The name of the Corporation is URBAN ACT Academy, Inc.

#### ARTICLE II

##### Purposes

This Corporation is a public benefit corporation that shall be organized and operated exclusively to conduct, support, encourage, and assist such educational, charitable, scientific, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"). In furtherance of such purposes, the Corporation's specific purposes shall include, but not be limited to, operating one or more charter schools or innovation network charter schools pursuant to Indiana Code, Title 20, Articles 24 or 25.7, or corresponding provisions of any subsequent Indiana statutes governing charter schools or innovation network schools.

#### ARTICLE III

##### Powers

Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do any act that will prevent the

Corporation from being an organization described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2). Subject to the foregoing statement, and subject to and in furtherance of the purposes for which it is organized, the Corporation shall possess, in addition to the general rights, privileges, and powers conferred by the Act or by other law, the following rights, privileges, and powers:

Section 1. To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.

Section 2. To cease its activities and to dissolve and surrender its corporate franchise.

#### ARTICLE IV

##### Period of Existence

The period during which the Corporation shall continue is perpetual.

#### ARTICLE V

##### Incorporator, Initial Registered Agent, and Initial Registered Office

Section 1. The name of the Incorporator of the Corporation is Nigena Livingston, and the address of such Incorporator is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 2. The name of the initial registered agent in charge of the Corporation's registered office is Nigena Livingston, and the address of such registered agent and such registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 3. The undersigned hereby represents that the registered agent named in this Article has consented to the appointment of registered agent.



## ARTICLE VI

### Members

The Corporation shall not have “members” as that term is defined in the Act. The Corporation may, upon the resolution of the Board of Directors, designate as “members” certain individuals, corporations, or other associations and organizations who satisfy certain criteria established by the Board of Directors and who support the purposes and programs of the Corporation. Such designation shall carry no legal significance under the Act and shall not entitle such “members” to any vote on Corporation matters or to attendance at Corporation meetings.

## ARTICLE VII

### Directors

The exact number of directors of the Corporation shall be specified in or fixed in accordance with the Bylaws of the Corporation at a number no smaller than three (3).

## ARTICLE VIII

### Election or Appointment of Directors

The initial Board of Directors shall be named by the Incorporator. The subsequent directors of the Corporation shall be elected and appointed in the manner and for terms as specified in or fixed in accordance with the Bylaws of the Corporation.

## ARTICLE IX

### No Private Inurement

None of the Corporation’s net earnings shall inure to the benefit of any private individual.

## ARTICLE X

### Regulation of Corporate Affairs

The affairs of the Corporation shall be subject to the following provisions:

**Section 1.** The Corporation shall ensure that any charter schools that it operates (the "Schools") will admit students of any race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, and ancestry to all the rights, privileges, programs, and activities generally accorded or made available to students at the Schools. The Corporation and the Schools it operates shall not discriminate on the basis of race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, or ancestry (or any other characteristics or categories prohibited under federal, state, or local law) in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other programs administered by the Schools.

**Section 2.** The Corporation shall comply with all Indiana laws applicable to charter schools or innovation network charter schools, as applicable, including (but not limited to) the following provisions of the Indiana Code ("IC"), or corresponding provisions of subsequent Indiana law:

- (a) IC 5-14-1.5 et seq. (Indiana's Open Door Law);
- (b) IC 5-14-3-1, et seq. (Indiana's Access to Public Records Act);
- (c) IC 20-24-8-5 (statutes applicable to charter schools);
- (d) IC 20-28-11.5 (staff performance evaluations);
- (e) IC 20-24-6 (employment of teachers and other personnel in charter schools);
- (f) IC 20-25.7-4-10 (public meeting requirement).

**Section 3.** Notwithstanding any other provision of these Articles of Incorporation, if for any taxable year the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation's income shall be distributed at such time and in such manner as not to subject the Corporation to the tax imposed by Code section 4942.

**Section 4.** Notwithstanding any other provision of these Articles of Incorporation, if at any time the Corporation is deemed a “private foundation” described in Code section 509(a), the Corporation shall not:

- (a) Engage in any act of self-dealing as defined in Code section 4941(d);
- (b) Retain any excess business holdings as defined in Code section 4943(c);
- (c) Make any investment in such manner as to subject the Corporation to tax under Code section 4944; or
- (d) Make any taxable expenditure as defined in Code section 4945(d).

**Section 5.** Neither the Board of Directors nor the Corporation shall have power or authority to do any act that will prevent the Corporation from being an organization described in Code section 501(c)(3).

**Section 6.** Except as otherwise permitted by Code section 501(h), no substantial part of the activities of the Corporation shall be or consist of carrying on propaganda, or otherwise attempting, to influence legislation.

**Section 7.** The Corporation shall not participate or intervene in (including the publishing or distributing of any statements) any political campaign on behalf of or in opposition to any candidate for public office.

**Section 8.** Subject to the provisions of these Articles of Incorporation and applicable law, the Board of Directors shall have complete and plenary power to manage, control, and conduct all the affairs of the Corporation.

**Section 9.** The power to make, alter, amend, and repeal the Corporation’s Bylaws shall be vested in the Board of Directors.

**Section 10.** No director of the Corporation shall be liable for any of its obligations.

**Section 11.** Meetings of the Board of Directors may be held at any location, either inside the State of Indiana or elsewhere.

**Section 12.** All parties dealing with the Corporation shall have the right to rely upon any action taken by the Corporation pursuant to authorization by the Board of Directors by resolution duly adopted in accordance with the Corporation's Articles of Incorporation, Bylaws, and applicable law.

**Section 13.** The Board of Directors may from time to time, in the Bylaws of the Corporation or by resolution, designate such committees as the Board of Directors may deem desirable for the furtherance of the purposes of the Corporation.

## **ARTICLE XI**

### **Dissolution of the Corporation**

Upon the dissolution of the Corporation, the Corporation's assets and funds shall be disposed in the following order of priority:

- (a) First, to satisfy outstanding payroll obligations to employees of the Corporation;
- (b) Second, to creditors of the Corporation for outstanding liabilities;
- (c) Third, to satisfy any outstanding debt to the Indiana common school fund;
- (d) Fourth, to return any remaining funds received from the Indiana Department of Education (the "Department") to the Department not more than thirty (30) days after dissolution; and
- (e) Fifth, to one (1) or more organizations that have been selected by the Board of Directors, that are organized and operated for educational purposes substantially the same as those of the Corporation, and that are described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2).

If the assets of the Corporation are insufficient to pay all parties to whom the Corporation owes compensation under provisions (a) through (c) in this Article XI, the priority of the distribution of assets may be determined by a Judge of the Circuit or Superior Court of Marion County, Indiana (the "Court"). If any assets remain after distribution as outlined above, they shall be disposed of by the Court exclusively for such purposes and to such organization(s) as the Court shall determine, which are organized and operated exclusively for such purposes.

IN WITNESS WHEREOF, the undersigned Incorporator of the Corporation hereby adopts these Articles of Incorporation and presents them to the Secretary of State of the State of Indiana for filing and verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this 1 day of August, 2017.

  
\_\_\_\_\_  
Nigena Livingston, Incorporator

This instrument was prepared by Joshua W. Abel, Attorney at Law, Faegre Baker Daniels LLP, 300 N. Meridian St., Ste. 2700, Indianapolis, Indiana, 46204.

State of Indiana  
Office of the Secretary of State  
Certificate of Incorporation  
of  
**URBAN ACT ACADEMY, INC.**

I, CONNIE LAWSON, Secretary of State, hereby certify that Articles of Incorporation of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, August 04, 2017.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, August 07, 2017

*Connie Lawson*

CONNIE LAWSON  
SECRETARY OF STATE

201708041208271 / 7670620

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>

**BYLAWS**  
**OF**  
**URBAN ACT ACADEMY, INC.**

**ARTICLE I**

**General**

**Section 1. Name.** The name of the corporation is URBAN ACT Academy, Inc. (the "Corporation").

**Section 2. Address.** The street address of the Corporation's initial registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202. The initial registered agent in charge of the initial registered office is Nigena Livingston.

**Section 3. Fiscal Year.** The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

**ARTICLE II**

**Board of Directors**

**Section 1. Directors.** The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws (the "Bylaws"). The Board of Directors shall have the number of members, no less than three (3), as designated by resolution of the Board of Directors from time to time.

**Section 2. Election and Terms.** The term of each member of the Board of Directors, other than the initial directors of the Corporation, shall extend for a period of three (3) years and until his or her successor is appointed or elected and qualified. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at

a special meeting, the directors of the Corporation may elect a new director to replace the director whose term will expire, or has expired. Each such newly elected director shall serve for a term of three (3) years, or such other period as is prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve any number of consecutive or nonconsecutive terms, provided that the director continues to meet the qualifications for which he or she was initially elected to serve as a director.

Section 3. Quorum and Voting. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Special Meetings. The Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or



mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Means of Communication. The Board of Directors, or a committee thereof, may permit a director or a committee member to participate in a meeting through the use of any means of communication by which all participating directors or committee members, and all members of the public physically present at the place where the meeting is conducted, may simultaneously hear each other during the meeting, provided that (i) such meeting complies in all respects with the provisions of the Indiana Open Door Law in IC 5-14-1.5-3.6, and (ii) the Board of Directors has adopted a policy to govern participation in meetings by electronic communication pursuant to IC 5-14-1.5-3.6. A director or committee member participating in a meeting by such means shall be considered present in person at the meeting.

Section 9. Removal, Resignation, and Vacancies. A director may be removed from office at any time, with or without cause, by two-thirds of the directors then in office. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the President, or the Secretary. A vacancy on the Board of Directors, whether created by removal or resignation of a director, may be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

### ARTICLE III

#### Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. All

officers may, but need not, be members of the Board of Directors. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. Any officer may be removed by the Board of Directors with or without cause. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

## ARTICLE IV

### Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

## ARTICLE V

### Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to

report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or

by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

## ARTICLE VI

### Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in

connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions.

- (a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation

where he or she served as such at the request of the Corporation;

- (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
- (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article VI, the term “wholly successful” shall mean

- (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.



**Section 3. Entitlement to Indemnification.** Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

**Section 4. Relationship to Other Rights.** The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

**Section 5. Extent of Indemnification.** Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

**Section 6. Advancement of Expenses.** Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof

upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

## ARTICLE VII

### Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

## ARTICLE VIII

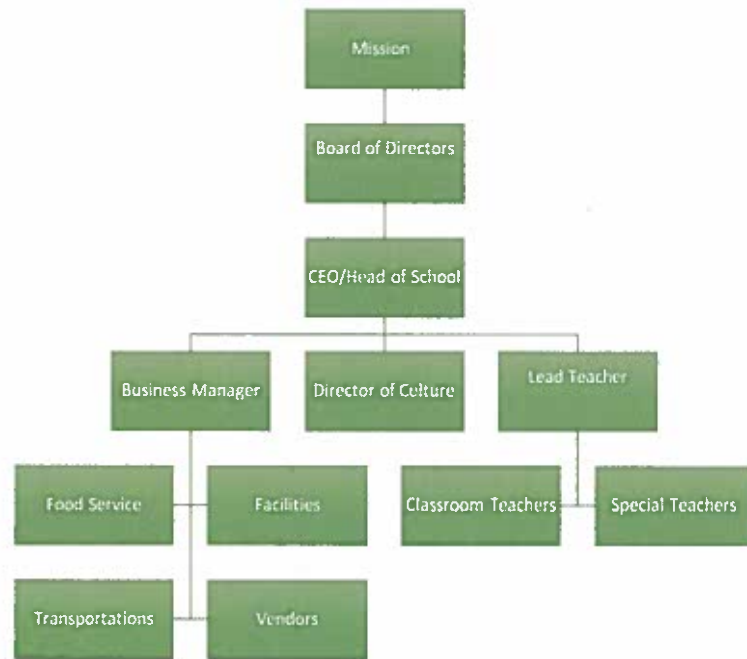
### Amendments

The power to make, alter, amend, or repeal the Bylaws (“Amendments”) is vested in the Board of Directors of the Corporation; provided, however, that if the authorizer (as the term “authorizer” is defined in IC 20-24-1-2.5) of the charter of any school operated by the Corporation reserves the right to approve material changes to the governance or organizational structure of the Corporation and the Amendments represent such a material change, then such proposed Amendments must be approved in writing by the authorizer of the school prior to the Board of Directors of the Corporation taking any action thereon.

# Attachment P



## Organizational Chart



# Attachment Q

**Claudia Douglas-Smith**  
**2312 Canvasback Drive**  
**Indianapolis, Indiana 46234**  
**Mobile: 706-825-0713**

**Email: [Cdouglassmith@bellsouth.net](mailto:Cdouglassmith@bellsouth.net)**  
**[www.linkedin.com/in/claudia-douglas-smith/18/6/69](http://www.linkedin.com/in/claudia-douglas-smith/18/6/69)**

**Chief Executive Officer, June 2014 – Present**

**Title VII Compliance, Inc., Indianapolis, IN**

Manages day-to-day activities, functions and responsibilities for Title VII Compliance, Inc. Seeks appropriate contract opportunities for Company and establishes communications with representatives. Manages financial expenditures, and maintains banking account balances. Provides long-term corporate guidance by coordinating industry event participations to ensure awareness of changes and their impact upon Company.

**Sabbatical, April 2013 – December 2013**

Established Title VII Compliance in December 2013 and incorporation in June 2014.

**Compliance Officer, February 2010 – March 2013**

**US Department of Labor, Office of Federal Contracts and Compliance Programs (OFCCP), Indianapolis, IN**

Evaluated contractor compliance reporting requirements, personnel selection, training, promotion and employment testing procedures; Review all appropriate filings to ensure adherence with federal and state regulatory requirements; Supported the compliance group and legal department with special projects when needed; and Work with appropriate client service/relationship managers to acquire necessary documents for compliance review closures.

**Claims Assistant, June 2008 – February 2010**

**US Department of Defense, Eisenhower Army Medical Center, Patient Administration Division, Ft. Gordon, Georgia**

Provided Customer Service and benefit verification to military beneficiaries and annuitants seeking medications through the pharmacy. This position served a thousand customers daily.

**Full-time Student: May 2005 – June 2008**

**Education:**

**Masters of Science Administration–Health Services, Central Michigan University, Mt. Pleasant, Michigan,**  
August 2009; and

**Bachelor of Arts Degree in Sociology, Paine College, Augusta, GA, May 2007**

**Minor: Social Psychology.**

**Recent Relevant Training and Experience:**

**Certificate of Training, EEOC Training Institute, Investigator Refresher Course, Washington, D.C., May 27, 2016**

**Letter of Attendance, Human Resources.Com: Professional Human Resources Preparatory Course, May 2015;**

**Certificate of Achievement, Conflict Resolution: EEO Investigator Refresher Course, EEO Training Solutions, June 14, 2013;**

**Certificate of Achievement, Society of Human Resource Management, Professional Human Resources Preparation Course, Indiana University and Purdue University of Indiana, November 28, 2012;**

**Certificate of Completion: Writing Essentials, Off-Campus Programs/Educational and Professional Development, Central Michigan University, August 12, 2012;**

**Certificate, Affirmative Action Professional, American Association of Affirmative Action, Columbia, MD, October 2011; and**

**Certificate of Training, Basic Skills for OFCCP Compliance Officers, U.S. Department of Labor, Minneapolis, MN, September 2010;**

**Professional Organizations/Associations:**

**American Association for Access, Equality and Diversity, September 2012 - Present;  
Member- Indiana Industry Liaison Group, August 2013 – Present; and  
Member- Society of Human Resource Managers, September 2012 – September 2016.**

**Claudia Douglas-Smith**  
**2312 Canvasback Drive**  
**Indianapolis, Indiana 46234**  
**Mobile: 706-825-0713 Email: [Claudia@title7compliance.com](mailto:Claudia@title7compliance.com)**

August 4, 2017

Acceptance Letter of Executive Board Membership

Nigena Livingston  
URBAN A.C.T. Academy  
1630 N Meridian St., Suite 450  
Indianapolis, IN 46202

Dear Ms. Livingston,

It is with great pleasure that I accept membership on URBAN A.C.T. Academy's Executive Board. I agree that future meetings and elections will determine my role or position on the board.

My background includes Affirmative Action Planning, Human Resources Management and Contract Compliance. Additionally, my business knowledge and networking should enhance URBAN A.C.T.'s community relations.

Thank you again for this wonderful opportunity to contribute to URBAN A.C.T. Academy's groundbreaking initiative to become a charter school and serve the greater Indianapolis area.

I am not aware of any potential conflicts of interest I might have in fulfill this board role.

Respectively submitted,

  
Claudia Douglas-Smith

### **Professional Summary**

Astute professional with experience in the non-profit and healthcare industries. Demonstrated success in state and federal regulatory compliance with a reputation for excellent communication and problem solving.

### **Education**

**Western Michigan University, Cooley Law School, Lansing, MI, Juris Doctor, September 2012**

*Selected Activities:* Certified Mediator, Moot Court, Member Hispanic Latino Law Society, Member Christian Legal Society

*Honors & Awards:* Dean's List

**Xavier University of Louisiana, New Orleans, LA, Bachelor of Science, May 2009**

*Major:* Business Administration    *Minor:* Spanish

*Concentration:* Business Management

*Selected Activities:* Member National Association of Black Accountants, Member Business Achievers

*Honors & Awards:* Dean's List

### **Experience**

#### **MDwise, Inc**

Indianapolis, IN

*Compliance and Chief Privacy Officer*

March, 2015 – Present

Primary liaison with the State of Indiana, facilitating communications between FSSA, CMS, the State's contractors, and MDwise's executive leadership and staff. Ensured contractual, State and Federal compliance across all MDwise functional areas. Maintained a current knowledge of Indiana Medicaid programs, the Affordable Care Act, Federal and State legislation, legislative initiatives and regulations that impacted all MDwise programs. Ensured the coordination of reporting to CMS and the State as required, including the review and attestation of timeliness, accuracy and completeness of reports and data submissions. Analyzed and developed quarterly management reports. Presented quarterly product overviews for senior leadership. Collaborated with other departments to direct compliance issues for investigation and resolution. Created and presented regular in-depth compliance and privacy training to staff and subcontractors. Met with state personnel on a monthly and quarterly basis. Conducted regulatory and policy research. Conducted periodic internal audits to ensure compliance with Federal, and State regulations as well as MDwise policies and procedures. Managed, prepared and responded to external audits. Ensured all marketing materials complied with Federal regulations and guidelines. Developed and implemented MDwise Marketplace policies. Managed a team dedicated to ensuring compliance with Health Insurance Marketplace requirements.

#### **Kelly Services**

**State of Michigan, Office of Health Services Inspector General**

Lansing, MI

*Suspension Analyst*

June 2013 - March 2015

Primary analyst in charge of suspensions and terminations of Medicaid providers based on fraud, waste, and abuse as well as indictments and convictions in both state and federal court.



Conducted research of both State and Federal law, and administrative rules. Gave presentations based on work performed. Analyzed computer generated provider claims data. Prepared reports for management. Monitored various inter-agency news sources for possible fraud alerts.

#### **Kelly Services**

**State of Michigan, Office of Health Services - Inspector General**

Lansing, MI

*Receptionist*

November 2013 – June 2013

Answered the fraud hotline. Created cases for complaints received. Monitored and logged in incoming web complaints. Coordinated office activities. Maintained accurate record documentation for the Deficit Reduction Act. Organized and scheduled pharmacy audit appeals. Maintained various spreadsheets. Communicated with general public to gather information, provide answers to caller questions and refer calls, if necessary.

#### **Sixty Plus, Inc., Elderlaw Clinic**

Lansing, MI

*Legal Intern, Elected Clinic Vice President*

Fall 2012

Counseled clients on real estate, domestic relations and estate planning issues. Managed client cases. Communicated difficult legal concepts and processes to clients. Drafted court, estate planning documents, and client letters. Consulted with clients to determine needs and interests. Prepared clients for pretrial hearings and mediations. Conducted extensive legal research on topics including but not limited to contract law, deeds, landlord-tenant law and family law.

#### **Haley & McKee Law Firm, LLC**

New Orleans, LA

*Legal Intern*

Fall 2007 – Fall 2008

Conducted extensive legal research and analysis on banking reform and contract law. Drafted memoranda, motions and client advice letters. Proofread attorney briefs, making changes as necessary. Implemented new computer filing system for ease of access to client files and billing statements.

#### **State of Illinois, Central Management Services - Legal Department**

Springfield, IL

*Legal Intern*

Summer 2007

Performed legal research on Illinois statutory law and judicial interpretation. Reviewed purchasing and employment contracts. Attended administrative hearings. Developed a comprehensive spreadsheet contact list for statewide attorneys.

#### **Memberships**

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- NAACP
- American Inns of Court, Thomas M. Cooley Chapter
- Springfield Golf Club

#### **Computer Skills**

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- Proficient in Westlaw and LexisNexis; Highly skilled in Microsoft Office

**Morgan S. Galbreth**  
**4409 Fall Creekway North, A • Indianapolis, IN 46205 • (217) 494-8592 •**  
**morgan.galbreth@gmail.com**

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August 4, 2017

Re: Acceptance Letter of Executive Board Membership

It is with great pleasure that I accept membership on URBAN ACT Academy's Executive Board. I agree that future meetings and elections will determine my role or position on the board. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have:


**Knowledge and Experience:** I hold a Bachelor of Science in Business Administration from Xavier University of Louisiana and received a Juris Doctor from Western Michigan University, Cooley Law School. I have also obtained certification in mediation. My experiences include working as a Compliance and Chief Privacy Officer with MDwise, Inc. In this role, I work closely with public stakeholders and state and federal regulators to ensure MDwise is in strict compliance with the rules and regulations set forth by the Center for Medicaid and Medicare services, the Office of Inspector General, the Indiana Department of Insurance and other regulating entities.

Additionally, my community networking and outreach involvement will enhance additional operational functions for URBAN ACT Academy.

I am not aware of any potential conflicts of interest I might have in fulfill this board role.

Thank you again for this wonderful opportunity to contribute to URBAN ACT Academy's groundbreaking initiative to become a charter school and to serve students and families in the city of Indianapolis.

Respectively submitted,

  
Morgan S. Galbreth

# Demetrius Warren

---

11513 Scheel Lane, Carmel, IN 46032 | (317) 922-6511 | dlwarren88@gmail.com

## Summary

- Financial Service expert excelling at interfacing with team members at all levels to meet and exceed organizational goals. Operates well in a highly-competitive environment in which leadership skills are the key to success.

## Skills & Abilities

### MANAGEMENT

- As the assistant manager at Regions Bank for three years, I have developed my management style over time, recognizing that everyone is different and respond differently to varying styles of management. Regardless of finding what team members respond to best, I find consistency and clarity are vital.

### SALES

- In my six years in sales, I have found ways to consistently reached my quarterly sales goals and help others do the same. As the assistant manager at Regions Bank, I helped my branch generate an average of 1.1 million dollars in revenue.

### COMMUNICATION

- In order for any business, especially those customer-facing, to maintain a high level of service and success. Clear and consistent communication must be at the team's core. I make sure to keep in contact with customers regardless of current business. I make sure the team know about my production and my goals.

### LEADERSHIP

- Outside from leading the sales team at my branch, I have coached middle school basketball and led the music department at church.

## Experience

### UNIVERSAL BANKER | CENTIER BANK | AUG 1, 2016- PRESENT

- Opened new location in a new market.
- Build community relationships in new market
- Achieve quarterly sales goals
- Maintain a high level of customer service.

### BRANCH TEAM LEADER | REGIONS BANK | FEB 15, 2015- JULY 24, 2016

- Achieve sales goals through outbound calling efforts and converting service into sales.
- Help to maintain a high level of customer service
- Coach sales staff and tellers to reach team goals
- Assume Branch Manager's responsibilities in his or her absence.
- Quarter 3 2016 most loan dollars closed for the quarter in Indiana.
- Honored for working with college students to complete financial literacy courses.

### FINANCIAL SERVICE SPECIALIST | REGIONS BANK | JAN 1, 2013- FEB 15, 2015

- Achieve individual sales goals
- Provide advice and guidance to uncover needs with our products and services or other lines of business.

### TELLER | REGIONS BANK | MARCH 28, 2011- JAN 1, 2013

- Provide optimum customer service by processing day to day transactions for customer in the branch and drive-through.
- Identify customer needs and make the appropriate referral
- Maintain cash balances

## **Education**

**PURDUE UNIVERSITY, WEST LAFAYETTE, COMPLETED 60 CREDITS**

**WESTERN GOVERNORS UNIVERSITY, COMPLETED 59 CREDITS, PROJECTED GRADUATION IN FALL OF 2017**

**Demetrius Warren**  
**11513 Scheel Lane**  
**Carmel, Indiana 46032**  
**Mobile: 317-922-6511 Email: [dlwarren88@gmail.com](mailto:dlwarren88@gmail.com)**

August 4, 2017

Re: Acceptance Letter of Executive Board Membership

It is with great pleasure that I accept membership on URBAN ACT Academy's Executive Board. I agree that future meetings and elections will determine my role or position on the board. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have:


**Knowledge and Experience:** Currently, I am a personal banker, serving the Indianapolis metropolitan area since 2011. I am pursuing a Bachelor of Science degree in business management from Western Governors University. I am also registered with the Nationwide Mortgage Licensing System. I have worked with several local businesses, schools and organizations to provide free personal banking seminars. I have served as a volunteer basketball coach with Andrew J Brown Academy.

Additionally, my community networking and outreach involvement will enhance additional operational functions for URBAN ACT Academy.

I am not aware of any potential conflicts of interest I might have in fulfill this board role.

Thank you again for this wonderful opportunity to contribute to URBAN ACT Academy's groundbreaking initiative to become a charter school and to serve students and families in the city of Indianapolis.

Respectively submitted,



Demetrius Warren

# Scott T. Bilyou

2529 Carrollton Avenue, Indianapolis, IN 46205  
(317) 413-3273, [Scott.bilyou@gmail.com](mailto:Scott.bilyou@gmail.com)

## Profile

A Vice President & Senior Retirement Services officer with 15 years of experience in retirement plan services. Plan administrator for 41 retirement plans totaling \$143 Million in assets. Manages relationships with advisors, clients, custodians, TPA's and referral sources.

## Education

**Indiana University-Purdue University of Indianapolis**

Kelley School of Business, Bachelor of Science in Finance, May 2002

## Experience

### The National Bank of Indianapolis – Indianapolis, IN, May '99 to Present

- *Vice President & Senior Retirement Services Officer (2016 to Present)*
  - Co-Manager of Retirement Plan Services (2015-2016)
  - Responsible for business development to achieve sales goals
  - Established department budget and sales goals forecasting annually
  - Monitored and researched mutual fund options for daily 401k Plans
  - Conducted participant education meetings for daily 401k Plans
  - Assisted with customized plan design for clients
  - Filed multiple state tax withholding for Retirement plan services accounts
  - Reconciled all year-end 1099R and tax withholding for the Wealth Management Division
  - Worked with internal and external auditors for regulatory compliance
- Earlier Positions: Vice President & Retirement Services Officer (2011-2016), Assistant Vice President & Retirement Services Officer (2009-2011), Trust Officer (2006-2009), Client Support Manager (2002-2006) and Lead Customer Service Rep (1999-2002)

### **United States Air Force - Vance AFB, OK, August '94 – August '98**

- Law Enforcement Specialist

## Certifications

- Certified Retirement Services Professional: *Institute of Certified Bankers*
- Honor graduate in Retirement Plan Services School: *Cannon Financial Institute*
- Pension Administrator Certification: *American Society of Pension Actuaries*

## Professional Organizations

- [Indiana Benefits Conference](#) member
- Opportunity Indianapolis Leadership Program
- Vice President of Monon Yard Neighborhood Association
- Block Captain of [Keep Indianapolis Beautiful](#)

**Scott T. Bilyou**  
**2529 Carrollton Avenue,**  
**Indianapolis, Indiana 46205**  
**Mobile: 317-413-3273 Email: Scott.bilyou@gmail.com**

August 4, 2017

Re: Acceptance Letter of Executive Board Membership

It is with great pleasure that I accept membership on URBAN ACT Academy's Executive Board. I agree that future meetings and elections will determine my role or position on the board. Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have:

Knowledge and Experience: My background includes financial and banking expertise. I joined the banking industry in 1998, and began specializing in Retirement Plan Services in 2002. Prior to joining The National Bank of Indianapolis, I worked in retail banking for Bank One-Oklahoma. I am a graduate from the Kelley School of Business at Indiana University and hold a Bachelor of Science degree in Finance. I completed the Pension Administrator Course through the American Society of Pension Professionals and Actuaries and I am also an honor graduate from Cannon Financial Institute with a certification in Retirement Plan Services.

Additionally, my community networking and outreach involvement will enhance additional operational functions for URBAN ACT Academy.

I am not aware of any potential conflicts of interest I might have in fulfill this board role.

Thank you again for this wonderful opportunity to contribute to URBAN ACT Academy's groundbreaking initiative to become a charter school and to serve students and families in the city of Indianapolis.

Respectively submitted,

  
Scott T. Bilyou

**Nigena Livingston**  
**6821 Bayview Club Dr. #3D • Indianapolis, Indiana 46250**  
**585.733.6051 • nigenalivingston@hotmail.com**

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*Experienced educator with a proven track record for building solid academic and social programs for students in grades K-8.  
Effective professional development planner and presenter who has coached educators in grades K-12 to improve classroom  
performance using instructional strategies and data driven practices.*

### **EDUCATIONAL LEADERSHIP**

#### **THE MIND TRUST**

***Innovation School Fellow Cohort 4*** (Indianapolis, IN), July 2016 – Present

- Designing an Innovation School in collaboration with Indianapolis Public Schools and The Mind Trust
- Researching and evaluating instructional models to be utilized in improving student achievement outcomes

#### **TNTP**

***Lead Coach and Institute Director, Michigan Teacher Corps*** (Detroit, MI), June 2015 – July 2016

- Managed Pre-Service Institute, a 6-week summer training program for new teachers
- Facilitated professional development training for 70 new and experienced teachers across 3 schools
- Coached and developed new teachers across 8 priority schools in Detroit
- Managed online certification courses for Elementary, Math, and Science teachers

#### **UNIVERSITY PREPARATORY ACADEMY**

***Instructional Coach, Mark Murray Elementary School*** (Detroit, MI), July 2014 – May 2015

- Instructed and provided support to K-5 teachers around classroom management, instructional delivery, data analysis and planning
- Supported teachers and leadership team with the launch of new Engage NY math curriculum
- Led grade level team meetings and data analysis meetings which helped improve student achievement scores on the MAP test in reading and math

***Principal, University Preparatory Academy Middle School*** (Detroit, MI), July 2010 – June 2014

- Instructional leader and operational manager for middle school serving students in grades 6-8
- Reduced student disciplinary rate by implementing new student disciplinary programs and structures
- Developed a committee to improve curriculum tools by reviewing current learning resources and evaluating new resources given current student achievement data
- Actively involved in the academic achievement of student cohorts which demonstrated growth each year in Reading and Math on state assessments and district benchmarks
- Launched Summer Bridge Program for incoming 6<sup>th</sup> grade students

#### **LIGHTHOUSE ACADEMIES**

***Founding Principal, Jacksonville Lighthouse Charter School*** (Jacksonville, AR), June 2009 – June 2010

- Recruited, hired and developed founding teaching and administrative staff for the 2009/2010 and 2010/2011 school year
- Maintained an enrollment of 99% for the school's founding year and re-enrolled 97% of students for the following school year and achieved 96% daily attendance average for the year
- Instrumental in helping students in third grade exceed the state average in Reading and Writing and students in grades 4 – 6 meet the state average in Reading

***Principal, Lighthouse Academies of Cleveland*** (Cleveland, OH), June 2008 – June 2009

- Managed the operational and instructional components of two charter schools
- Achieved 2<sup>nd</sup> highest growth in reading and 3<sup>rd</sup> highest growth in math across the LHA network midyear
- Maintained an average rate of attendance of 92%
- Founded and implemented of Saturday Academy which targeted students for enrichment and remediation

Nigena Livingston 1



***Director of Instruction, Lighthouse Academies of Cleveland*** (Cleveland, OH), July 2006 – June 2008

- Supervised and developed the ongoing professional development of classroom teachers
- Coached teachers to produce the highest network gains in math on SAT-10 for spring 2007
- Coordinated assessments for school and analyzed results with teacher

**TEACH FOR AMERICA**

***Program Director***, (Miami-Dade, FL), August 2005 – June 2006

- Observed and provided effective feedback, professional development for 50 teachers
- Tracked and supported teacher progress through analysis of student achievement data

***Corps Member Advisor*** (Los Angeles, CA), Summer 2004 and 2005

- Designed and led working group sessions to orient 12-16 new science and math teachers to the classroom
- Delivered feedback and supplied resources to improve instruction
- Achieved rating of “high performing” based on survey data by Corps Members at the end of Institute

***Institute Learning Team Leader*** (Los Angeles, CA), Summer 2005

- Revised and added curriculum based resources to science toolkit for Teach For America Corps Members
- Facilitated weekly workshops for science teachers

**ROCHESTER LEADERSHIP ACADEMY**

***Middle School Science Teacher*** (Rochester, NY), August 2004 – June 2005

- Produced significant academic gains in which 75% of my 8<sup>th</sup> grade students passed the New York state science regents exam compared to 52% the previous year

**DETROIT PUBLIC SCHOOLS**

***Middle School Science Teacher*** (Detroit, MI), June 2002 – June 2004

- Served as a member of the national service corps of outstanding recent college graduates who commit to teach for two years in under-resourced public schools while instructing 6<sup>th</sup> and 8<sup>th</sup> grade students

**SCHOOL AWARDS AND HONORS**

- Academic Grant Award 2014-2015 from Grand Valley Schools for student improvement on NWEA MAP test
- Recognized as one of Detroit’s Top 20 Best Detroit elementary, middle schools ranked by MEAP performance by Excellent Schools Detroit in 2013
- Two-time recipient of “Beating the Odds” award for schools whose achievement exceeds expectations and predictions based on the demographic characteristics of the schools and students in 2011, 2012
- Highlighted by Teach For America’s School Leadership Initiative 2006

**PROFESSIONAL DEVELOPMENT WORKSHOPS**

*Results Coaching Global Level I, II, III, Leadership Coaching for High Performance, Leadership Coaching by Grand Valley State University, Expeditionary Learning for School Leaders, Expeditionary Learning Data Analysis, The Education Trust’s Learning Network, Paul Bambrick-Santoyo’s Driven By Data, NWEA Measures of Academic Progress, Responsive Classroom I, II, Developmental Designs for Middle School, Open Court Reading, Saxon Math, FOSS Science, Curriculum Crafter, The Together Leader, Teach Like a Champion, Reading Reconsidered*

**EDUCATION**

Grand Valley State University (Grand Rapids, MI)

*Masters in Educational Leadership*

State University of New York at Buffalo (Buffalo, NY)

*Bachelors of Arts in Health and Human Services*

Nigena Livingston 2

# Attachment R

One day, all children in this nation will have the opportunity to attain an excellent education.

Teach for America-Indianapolis  
1314 N Meridian St #200  
Indianapolis, IN 46202

TEACHFORAMERICA

August 3, 2017

Mr. Ahmed Young  
Indianapolis Mayor's Office  
200 E Washington St, Suite 2501  
Indianapolis, IN 46202

Mr. Young:

We are writing today to express our full support of URBAN ACT Academy's charter application.

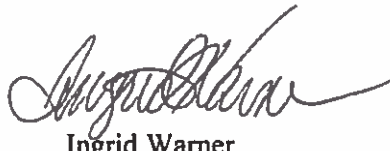
Teach For America is diverse network of leaders who confront educational inequity through teaching, and work with an unwavering commitment from every sector of society to create a nation free from this injustice. Our mission is to enlist and develop as many as possible of our nation's most promising future leaders to grow and strengthen the movement of educational equity and excellence. We work to recruit remarkable individuals to become teachers in low-income communities. These individuals, our corps members, commit to teaching for two years and are hired by our partner schools. After the corps, our alumni work toward educational equity from every sector.

We are pleased to hear that an alumna and experienced school leader, Nigena Livingston, is planning to launch and lead URBAN ACT Academy, a K-8 school here in Indianapolis. We look forward to a potential future school partnership with URBAN ACT Academy that will enable us to connect students in Indianapolis with our pipeline of mission-aligned corps members and alumni as teachers and leaders.

Sincerely,



Amar Patel  
Executive Director



Ingrid Warner  
MD, Alumni Affairs



Mark Hazelgrove  
MD, School Partnerships



AN AMERICORPS PROGRAM

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August 1, 2017

Mr. Ahmed Young  
City of Indianapolis, Office of the Mayor  
200 E Washington Street, Suite 2501  
Indianapolis, IN 46202

Mr. Young,

I am pleased to support Nigena Livingston's charter application for URBAN ACT Academy, a new Innovation Network Charter School in partnership with Indianapolis Public Schools (IPS). The Mind Trust currently supports Ms. Livingston as part of the Innovation School fellowship – one of our three education incubators – and we will continue to support her as she launches her high-performing Innovation Network charter school.

Ms. Livingston brings over ten years of national education experience to the fellowship, including experience founding and launching a successful charter school. She successfully navigated a rigorous review and selection process for our incubation program, and was then interviewed by a blue-ribbon selection committee that included local and national education experts representing La Plaza, IPS Board of School Commissioners, UNCF, the Walton Family Foundation and the City of Indianapolis. The Mind Trust awarded Ms. Livingston an Innovation School Fellowship in 2016.

The Mind Trust provides the fellow with up to two years' salary and benefits as they develop their school model. Fellows also receive significant support during their planning time, including individualized professional development and school design opportunities as well as opportunities to travel the country and the world to visit excellent schools.

Ms. Livingston began her fellowship in 2016, and has been hard at work refining her school vision, gathering data and best practices through school visits, and connecting with community stakeholders.

The Mind Trust will continue to support Ms. Livingston in any way we can. We cannot think of a stronger leader to launch a new charter school in Indianapolis, and we offer our unreserved support for her application. If we can offer additional insights or detail, please do not hesitate to contact us.

Sincerely,



Brandon Brown  
Sr. Vice President, Education Innovation



Kristin Hines  
Sr. Director, School Incubation

Mr. Ahmed Young  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-Council Building  
200 E. Washington Street  
Indianapolis, IN 46202

August 4, 2017

Good morning Mr. Young:

I would like to inform you of the participation of Nigena Livingston as a student participating in the Indiana University Certificate in Effective Nonprofit Governance, program. The Certificate program is designed to prepare participants to be successful as community board members. Upon completing this Certificate, participants will be able to:

- Identify typical benefits and challenges associated with board membership; identify characteristics of ideal board members.
- Explain why non-profit organizations have special status in society and the fiduciary role played by the boards of these nonprofits.
- Explain the typical functions board members play on most boards.
- Discuss various types of boards, identify five different stages in the life cycle of a board and explain how the role of the board member might be different in each of these stages.
- Describe typical financial responsibilities of board members and list a few key overarching principles for board members with limited financial expertise when engaging with financial matters.
- Explain the activities a board member might engage in as an ambassador for a nonprofit and provide examples using the board they are researching as a "case study."
- Explain typical fundraising strategies and provide examples, using their case study.
- Describe potential conflicts of interest that might arise for a board member and ways to deal with those conflicts.
- List strategies for appropriately representing a point of view while serving on a board.
- List some typical problems boards experience and some approaches for dealing with those issues.
- Evaluate an existing board using a variety of strategies/questions in the service of determining whether the board under consideration is a good fit for membership.
- Present findings and receive feedback.

Session dates: July 13, 2017, August 10, 2017, September 14, 2017, November 9, 2017, December 14, 2017.

As faculty to this program I believe Nigena will gain knowledge in board development that will assist her in the board development for her Charter School. This course will allow her to understand all the necessary elements of successful board development that will provide real time guidance for her board development strategies.

Please contact me for further questions concerning Nigena's participation in this Certificate program.

Sincerely,

Mary Anna Weber  
Adjunct Faculty, SPEA, IUPUI  
[maaweber@iupui.edu](mailto:maaweber@iupui.edu)  
812-508-5747

Mayor Joseph Hogsett  
Indiana Charter School Board  
200 East Washington Street, Suite 2501  
Indianapolis, IN 46204

Dear Mayor Joseph Hogsett:

My name is Bobby Wilson and I want to thank you for taking a moment to read my letter of recommendation for Nigena Livingston. I met Ms. Livingston while she was engaged in the process of searching for, and evaluating, potential Board Members for the Urban Act Charter School. It is my sincere belief that Ms. Livingston should be granted a Charter to operate a public school in the city of Indianapolis.

In 1832, at 23-year-old, Abraham Lincoln said, "That everyone may receive, at least, a moderate education, and thereby be enabled to read the histories of his [her] own and other countries, by which he [she] may duly appreciate the value of our free institutions, appears to be an objective of vital importance." Those words echo though time like the nascent vision of the Indiana Charter School Board. They were great words. Today, however, we can do better than simply moderate. I believe Ms. Livingston can fulfil Lincoln's vision with one distinction; instead of moderate, her students can receive a state of the art education.

Ms. Livingston's mission is not only to prepare students for college, but also to prepare students to be leaders in their communities and in the world. Ms. Livingston proposes an innovative curriculum that moves students out of the classroom and into their community to learn from local entrepreneurs and technology professionals and prepares them to solve the problems of tomorrow—no just today.

Application and software development is one of the skills Ms. Livingston and I discussed incorporating into the innovative curriculum at the Urban Act Charter School. The growth in software development jobs is greatly outpacing workers with the skills necessary to be successful in those positions. Ms. Livingston and I discussed integrating coding classes into the curriculum at the Urban Act Charter School. The Bureau of Labor and Statistics (BLS) estimates Software Developer jobs to increase 17 percent through 2024. The BLS also estimates median annual pay was \$100,690 in 2015. The skills that Ms. Livingston's students will learn are not only applicable to the technological and economic innovation of Indianapolis, but the world.

I am in full support of Ms. Livingston's mission for the Urban Act Charter School. I believe that Ms. Livingston will be successful, the Urban Act Charter School will be successful and, most

Mayor Joseph Hogsett

July 24, 2017

Page 2

importantly, Ms. Livingston's students will be successful. The Urban Act Charter School is the education of the future.

Please support, Ms. Livingston in her mission to provide the best education we can offer by granting her a Charter to open the Urban Act Charter School in 2018. You, and the entire community, will be proud of Ms. Livingston's success. Thank you.

Sincere, Salutations,

Bobby Wilson,  
Applications Developer  
(317) 682-8852

August 8, 2017



To whom it may concern:

Schmidt Associates is writing this letter to confirm our support and current partnership with URBAN ACT Academy in their efforts of locating and moving into a facility that best fits their educational mission and vision.

We have enjoyed learning about the interest based learning structure of URBAN ACT Academy. We see how unique the school is in its focus on challenging students to learn through what interests them and tapping into what brings them JOY. The idea of nurturing through building strong relationships between students and teachers and challenging students through rigor is what we understand will lead to the success of URBAN ACT Academy.

Schmidt Associates understands that Ms. Livingston is looking for the most efficient way to house URBAN ACT Academy as it is the investment in the talent and teachers that is key. We are committed and honored to be a part of the process and look forward to the successful opening of URBAN ACT Academy in Indianapolis.

Sincerely,

SCHMIDT ASSOCIATES, INC.

• Engineering • Interior Design • Landscape Architecture

Anna Marie Fish-Burrell, AIA, RID  
Principal-in-Charge  
aburrell@schmidt-arch.com

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Indianapolis, IN 46204  
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#### Principals

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Ron Fisher, AIA, LEED AP  
Sarah Hempstead, AIA, LEED AP  
Desma Belsaas, AIA, LEED AP  
Tom Neff, AIA, RID, LEED AP  
Keyin Shelley, AIA, LEED AP  
Brett Quandt, CDA  
Anna Marie Burrell, AIA, RID  
Lisa Gomperts, FAIA, LEED AP  
Kyle Miller, PE, LEED AP

#### Associates

Steve Alsopough, AIA, LEED AP  
Ben Bain, CPSM  
Ryan Benson, AIA  
Eric Broemel, PE, GEM  
Duane Dart, AIA, CMQ/OE, LEED AP  
Craig Flandermeyer, RLA, LEED AP  
Jim Heinzelman  
Greg Hempstead, AIA, LEED AP  
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Charlie Wilson, CPD, LEED AP  
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Liming Zhang, RLA, CPESC, LEED AP

#### Registered Professionals

Jeff Burnett, PE  
Asia Coffee, IIDA, RID  
Shane Cox, PE  
Matt Durbin, CTS, MCSE  
Laura Hardin, IIDA, RID  
Alleg Jacobson, PE  
Eddie Layton, AIA, LEED AP  
Robin Leising, CSI, COTA  
Tom Ning, PE  
Jeff Reed, PE  
Susan Samson, SHRM-SCP, SPHR  
Chuck Thompson, CSI, CCS  
James Walde, PE



September 25, 2017

Ahmed Young  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-Council Building  
200 E. Washington Street  
Indianapolis, IN 46204



Mr. Young,

Indy Parks is excited about the potential partnership with URBAN ACT Academy as they work to bring “place-based learning” to students in our city. Indy Parks’ mission is to connect communities by providing places and experiences that inspire healthy living, social engagement and a love of nature. There is a natural alignment between this and URBAN ACT Academy’s goal for students. We look forward to students utilizing our parks to build upon their foundational understanding in the core content areas of science, math, social studies and English Language Arts. In doing so, students have an opportunity to learn in an authentic way as the school promotes learning and high academic achievement.

As you may know, Eagle Creek Park is one of the largest parks in the nation with over 1400 acres of water and 3900 acres of forest for students to learn more about wildlife habitats, the reservoir, and natural history. Our field trips and programs emphasize putting students in touch with the amazing diversity of organisms, inspiring students’ curiosity to learn more about the different plants and animals they will discover as well as developing a sense of place or stewardship of the natural environment. This correlates well with many of the principles of place based learning.

We are looking forward to the collaboration that will take place between the school instructors and our naturalists.

Sincerely,

Linda Broadfoot



September 28, 2018

Ahmed Young  
Office of Education Innovation  
City of Indianapolis, Office of the Mayor  
2501 City-Council Building  
200 E. Washington Street  
Indianapolis, IN 46204

Mr. Young,

T3 Impact, Inc. is an organization focused on training, teaching and community outreach. We strive to provide effective programming that will lead to positive and measureable outcomes for those who face adversity. We are excited about the prospect of working with URBAN ACT Academy as they work to develop our youth and further bridge classrooms and our community.

From conversations with Ms. Livingston, I have learned her vision is around educating students using a place-based model to empower them to become future leaders who are aware of both the challenges and opportunities around them. We look forward to being able to provide URBAN ACT Academy students with mentoring and other programming that will have a positive impact on the mind, body and spirit and help position them to make strong, positive contributions as they learn and grow.

I am looking forward to the collaboration and being able to help support the growth and learning of our young leaders.

Sincerely,

Terry A. Webster, Jr.

# Attachment S

October 24, 2017

Ms. Nigena Livingston, Founder  
URBAN ACT Academy

Dear Nigena,

I appreciate the opportunity to work with you as you proceed through your Mind Trust fellowship. As you know, I am contracted with The Mind Trust to provide business consulting services to you through the launch of URBAN ACT Academy (UAA).

Assuming a successful launch, I also intend to contract with you to provide ongoing business services once UAA is operating. We will determine what specific services are needed as we evaluate the strengths and weaknesses of the founding staff at UAA. In any case, I look forward to our continued working relationship throughout the launch and upon operation.

Sincerely,

Brian D. Anderson

# Attachment T

## Indiana Tuition Support Calculator K-12 Marion County (2017-18)

2017 Tuition Support		Basic Grant per ADM	
State FY 2016 Foundation	\$5,273.00		
Decatur	\$5,273.00	\$6,861.00	
Franklin	\$5,273.00	\$6,435.00	
Lawrence	\$5,273.00	\$6,919.00	
Perry	\$5,273.00	\$6,871.00	
Pike	\$5,273.00	\$6,758.00	
Warren	\$5,273.00	\$7,283.00	
Washington	\$5,273.00	\$6,852.00	
Wayne	\$5,273.00	\$7,230.00	
Beech Grove	\$5,273.00	\$7,250.00	
Speedway	\$5,273.00	\$6,830.00	
IPS	\$5,273.00	\$7,659.00	

**Apples-to-Apples Comparison**

Please enter "Projected Year One Enrollment" by district location of charter. Form will then auto-calculate anticipated Basic Grant for charter's first year of operation. Maximum Annual Facilities Expense is a goal post based on best practices

District Location of Charter	Projected Year One Enrollment	Tuition Support	Complexity per ADM*	Complexity Funding	Basic Grant (Tuition + Complexity)	Basic Grant per ADM	Maximum Annual Facilities Expense
Decatur		\$0	\$1,588.00	\$0.00	\$0.00	#DIV/0!	\$0
Franklin		\$0	\$1,162.00	\$0.00	\$0.00	#DIV/0!	\$0
Lawrence		\$0	\$1,646.00	\$0.00	\$0.00	#DIV/0!	\$0
Perry		\$0	\$1,598.00	\$0.00	\$0.00	#DIV/0!	\$0
Pike		\$0	\$1,485.00	\$0.00	\$0.00	#DIV/0!	\$0
Warren		\$0	\$2,010.00	\$0.00	\$0.00	#DIV/0!	\$0
Washington		\$0	\$1,579.00	\$0.00	\$0.00	#DIV/0!	\$0
Wayne		\$0	\$1,957.00	\$0.00	\$0.00	#DIV/0!	\$0
Beech Grove		\$0	\$1,977.00	\$0.00	\$0.00	#DIV/0!	\$0
Speedway		\$0	\$1,557.00	\$0.00	\$0.00	#DIV/0!	\$0
IPS	150	\$790,950	\$2,386.00	\$357,900.00	\$1,148,850.00	\$7,659.00	\$172,328
<b>Total</b>	<b>150</b>	<b>\$790,950</b>		<b>\$357,900</b>	<b>\$1,148,850</b>		<b>\$172,328</b>

\*Estimated. OEI is awaiting Public Records Request from the Indiana Department of Education to confirm new Complexity per ADM for SY 17-18 for LEA's across the State of Indiana. Current numbers in this workbook are from a per-pupil budget database found below. For the purpose of this exercise, it should be assumed that this calculation might include more than basic and complexity funding. To be conservative, OEI recommends assuming this includes other block grants from the state of Indiana. OEI will update this workbook with updated Complexity per ADM upon receipt from the Indiana Department of Education. Please direct any questions to Brian.Dickey@indy.gov.

[http://interactives.indystar.com/news/standing/SchoolCorpBudgets\\_2017\\_v2/](http://interactives.indystar.com/news/standing/SchoolCorpBudgets_2017_v2/)

## [2] First Fiscal Year Cash Flow Analysis

Please enter anticipated revenue streams below. If a revenue source is not listed, please enter it in line 23, 24 or 25. Revenue assumptions should be highly detailed in column R, explaining the basis for your assumption. Total expenses calculated from tabs 4-8.

Enter Name of School and Applicable Fiscal Year

**1** **URBAN ACT Academy** **2018-19**

Enter Revenue Assumptions below

**2** **Basic grant calculated from Tab 1**

Income	July	August	September	October	November	December	January	February	March
1 Basic Grant	\$ 95,737.50	\$ 95,737.50	\$ 95,737.50	\$ 95,737.50	\$ 95,737.50	\$ 95,737.50	\$ 95,737.50	\$ 95,737.50	\$ 95,737.50
2 Student Breakfast									
3 Student Lunch									
4 State Matching Funds									
5 Federal Lunch Program			\$ 8,850.00	\$ 8,850.00	\$ 8,850.00	\$ 8,850.00	\$ 8,850.00	\$ 8,850.00	\$ 8,850.00
6 Federal Breakfast Reimbursement									
7 Committed Donations									
8 State Remediation Program									
9 Title I							\$ 13,875.00	\$ 13,875.00	\$ 13,875.00
10 Title II (Professional Development)						\$ 5,000.00			
11 Title III									
12 Title IV									
13 IDEA 611/619								\$ 4,200.00	\$ 4,200.00
14 State Special Education Support								\$ 4,500.00	\$ 4,500.00
15 Other Federal Grants				\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00		
16 Interest Income									
17 Textbook Fees									
18 Textbook Reimbursement								\$ 11,250.00	
19 Before and after care									
20 Other Income				\$ 37,500.00			\$ 37,500.00		
21 Other local income									
22 Overpayments/Refunds									
23 Other (please specify)									
24 Other (please specify)	\$ 125,000.00								
25 Other (please specify)									
<b>Total Income</b>	<b>\$ 220,737.50</b>	<b>\$ 95,737.50</b>	<b>\$ 104,587.50</b>	<b>\$ 192,087.50</b>	<b>\$ 154,587.50</b>	<b>\$ 159,587.50</b>	<b>\$ 205,962.50</b>	<b>\$ 138,412.50</b>	<b>\$ 127,162.50</b>
<b>Total Expense</b>	<b>\$ 183,941.67</b>	<b>\$ 179,941.67</b>	<b>\$ 132,516.67</b>	<b>\$ 140,616.67</b>	<b>\$ 122,616.67</b>	<b>\$ 122,616.67</b>	<b>\$ 135,741.67</b>	<b>\$ 125,741.67</b>	<b>\$ 119,991.67</b>
<b>Net Income</b>	<b>\$ 36,795.83</b>	<b>\$ (84,204.17)</b>	<b>\$ (27,929.17)</b>	<b>\$ 51,470.83</b>	<b>\$ 31,970.83</b>	<b>\$ 36,970.83</b>	<b>\$ 70,220.83</b>	<b>\$ 12,670.83</b>	<b>\$ 7,170.83</b>
<b>Beginning Cash Balance</b>		<b>\$ 36,795.83</b>	<b>\$ (47,408.33)</b>	<b>\$ (75,337.50)</b>	<b>\$ (23,866.67)</b>	<b>\$ 8,104.17</b>	<b>\$ 45,075.00</b>	<b>\$ 115,295.83</b>	<b>\$ 127,966.67</b>
<b>Ending Cash Balance</b>	<b>\$ 36,795.83</b>	<b>\$ (47,408.33)</b>	<b>\$ (75,337.50)</b>	<b>\$ (23,866.67)</b>	<b>\$ 8,104.17</b>	<b>\$ 45,075.00</b>	<b>\$ 115,295.83</b>	<b>\$ 127,966.67</b>	<b>\$ 135,137.50</b>

**Total expenses calculated from Tabs 4-8**



April	May	June	Total	Expense by Revenue Source	Net Income	Assumptions
\$ 95,737.50	\$ 95,737.50	\$ 95,737.50	\$ 1,148,850.00	\$ 1,153,350.00	\$ (4,500.00)	
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
\$ 8,850.00	\$ 8,850.00	\$ 8,850.00	\$ 88,500.00	\$ 89,250.00	\$ (750.00)	\$590 pp ave (offset by exp)
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
\$ 13,875.00	\$ 13,875.00	\$ 13,875.00	\$ 83,250.00	\$ 83,250.00	\$ -	\$555 per student
			\$ 5,000.00	\$ 5,000.00	\$ -	
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
\$ 4,200.00	\$ 4,200.00	\$ 4,200.00	\$ 21,000.00	\$ 61,250.00	\$ (40,250.00)	\$140 per student
\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 22,500.00	\$ -	\$ 22,500.00	Based on similar schl exp; Incl in Basic grant distribution
			\$ 200,000.00	\$ 200,000.00	\$ -	CSP Start-up Funds
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
			\$ 11,250.00	\$ 11,250.00	\$ -	\$75 per student
			\$ -	\$ -	\$ -	
			\$ 75,000.00	\$ -	\$ 75,000.00	\$500 pp charter/innovation grant
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
			\$ -	\$ 39,600.00	\$ (39,600.00)	Use start-up funds if avail or
			\$ 125,000.00	\$ 39,600.00	\$ 85,400.00	finance purchases; assume
			\$ -	\$ 39,600.00	\$ (39,600.00)	\$125K TMT yr 1 & \$325k WFF yr 0
\$ 127,162.50	\$ 127,162.50	\$ 127,162.50	\$ 1,780,350.00			
\$ 122,741.67	\$ 122,741.67	\$ 143,741.67	\$ 1,652,950.00			
\$ 4,420.83	\$ 4,420.83	\$ (16,579.17)	\$ 127,400.00			
\$ 135,137.50	\$ 139,558.33	\$ 143,979.17				
\$ 139,558.33	\$ 143,979.17	\$ 127,400.00				

### [3] Five-Year Budget Template

Please enter 1) Name of School 2) Projected Enrollment and 3) anticipated revenue streams below. If a revenue source is not listed, please enter it in line 23, 24 or 25. Total expenses calculated from tabs 4-8.

Enter Name of School

1

URBAN ACT Academy

2

Projected Enrollment

150

200

250

300

350


3

Enter Revenue Assumptions below

Basic grant calculated from Tab 1. Out year calculations assume flat rate per pupil funding. Please articulate any adjustments on tab 9, Question 3.

	Income	Pre-Opening	[Enter Fiscal Year 1]	[Enter Fiscal Year 2]	[Enter Fiscal Year 3]	[Enter Fiscal Year 4]	[Enter Fiscal Year 5]
1: Basic Grant			\$1,148,850.00	\$1,531,800.00	\$1,953,045.00	\$2,390,527.08	\$2,844,727.23
2: Student Breakfast		\$	-				
3: Student Lunch		\$	-				
4: State Matching Funds		\$	-				
5: Federal Lunch Program		\$	88,500.00	\$ 118,000.00	\$ 147,500.00	\$ 177,000.00	\$ 206,500.00
6: Federal Breakfast Reimbursement		\$	-				
7: Committed Donations		\$	-				
8: State Remediation Program		\$	-				
9: Title I		\$	83,250.00	\$ 111,000.00	\$ 138,750.00	\$ 166,500.00	\$ 194,250.00
10: Title II (Professional Development)		\$	5,000.00				
11: Title III		\$	-				
12: Title IV		\$	-				
13: IDEA 611/619		\$	21,000.00	\$ 28,000.00	\$ 35,000.00	\$ 42,000.00	\$ 49,000.00
14: State Special Education Support		\$	22,500.00	\$ 30,000.00	\$ 37,500.00	\$ 45,000.00	\$ 52,500.00
15: Other Federal Grants	\$	125,000.00	\$ 200,000.00	\$ 200,000.00			
16: Interest Income	\$	-					
17: Textbook Fees	\$	-					
18: Textbook Reimbursement	\$	11,250.00	\$ 15,000.00	\$ 18,750.00	\$ 22,500.00	\$ 26,250.00	
19: Before and after care	\$	-					
20: Other Income	\$	75,000.00	\$ 100,000.00	\$ 125,000.00	\$ 150,000.00	\$ 175,000.00	
21: Other local income	\$	-					
22: Overpayments/Refunds	\$	-					
23: Other (please specify)	\$	325,000.00	\$				
24: Other (please specify)	\$	125,000.00	\$				
25: Other (please specify)	\$	-					
Total Income	\$	450,000.00	\$ 1,780,350.00	\$ 2,133,800.00	\$ 2,455,545.00	\$ 2,993,527.08	\$ 3,548,227.23
Total Expense	\$	275,625.00	\$ 1,652,950.00	\$ 1,915,962.50	\$ 2,444,089.00	\$ 2,912,699.16	\$ 3,225,599.26
Net Income	\$	174,375.00	\$ 127,400.00	\$ 217,837.50	\$ 11,456.00	\$ 80,827.92	\$ 322,627.96
Beginning Cash Balance	\$		\$ 174,375.00	\$ 301,775.00	\$ 519,612.50	\$ 531,068.50	\$ 611,896.42
Ending Cash Balance	\$	174,375.00	\$ 301,775.00	\$ 519,612.50	\$ 531,068.50	\$ 611,896.42	\$ 934,524.38

Total expenses calculated from Tabs 4-8

			Year 0: Pre-Opening					Year 1					Year 2					Year 3									
			See Tab 10 for an overview of expense types					Salaries, Wages & Benefits																			
Position Title	Revenue Detail	Expense Type	# FTE's with Position Title	First Month on Payroll	Salary	Benefits Estimate	Total	Assumptions	# FTE's with Position Title	Salary	Benefits Estimate	Total	Assumptions	# FTE's with Position Title	Salary	Benefits Estimate	Total	Assumptions	# FTE's with Position Title	Salary	Benefits Estimate	Total	Assumptions				
Principal	Basic Grant	Administrative			\$ -	\$ -	\$ -		1.00	\$ 80,000.00	\$ 20,000.00	\$ 100,000.00		1.00	\$ 81,600.00	\$ 20,400.00	\$ 102,000.00		1.00	\$ 83,232.00	\$ 20,808.00	\$ 104,040.00					
Director of Culture	Basic Grant	Administrative	1.00	January	\$ 55,000.00	\$ 13,750.00	\$ 34,375.00	TMT or WFF for year 0	1.00	\$ 55,000.00	\$ 13,750.00	\$ 68,750.00		1.00	\$ 56,100.00	\$ 14,025.00	\$ 70,125.00	General 2% salary incr	1.00	\$ 57,222.00	\$ 14,305.50	\$ 71,527.50	General 2% salary incr				
Sped Teacher	IDEA 611/619	Student Instructional Support			\$ -	\$ -	\$ -		1.00	\$ 45,000.00	\$ 11,250.00	\$ 56,250.00		1.00	\$ 45,900.00	\$ 11,475.00	\$ 57,375.00		1.00	\$ 46,818.00	\$ 11,704.50	\$ 58,522.50					
Asst. Principal	Basic Grant	Administrative			\$ -	\$ -	\$ -		0.00	\$ -	\$ -	\$ -		0.00	\$ -	\$ -	\$ -		1.00	\$ 70,000.00	\$ 17,500.00	\$ 87,500.00					
Business Manager	Basic Grant	Administrative	1.00	January	\$ 50,000.00	\$ 12,500.00	\$ 31,250.00	TMT or WFF for year 0	1.00	\$ 50,000.00	\$ 12,500.00	\$ 62,500.00		1.00	\$ 51,000.00	\$ 12,750.00	\$ 63,750.00		1.00	\$ 52,020.00	\$ 13,005.00	\$ 65,025.00					
Office Manager	Basic Grant	Administrative			\$ -	\$ -	\$ -		0.00	\$ -	\$ -	\$ -		1.00	\$ 35,000.00	\$ 8,750.00	\$ 43,750.00		1.00	\$ 35,000.00	\$ 8,750.00	\$ 43,750.00					
Front Desk Recep	Basic Grant	Operational			\$ -	\$ -	\$ -		0.00	\$ -	\$ -	\$ -		0.00	\$ -	\$ -	\$ -		1.00	\$ 24,000.00	\$ 6,000.00	\$ 30,000.00					
Classroom Teacher	Basic Grant	Student Instructional Support			\$ -	\$ -	\$ -		6.00	\$ 40,000.00	\$ 10,000.00	\$ 300,000.00		8.00	\$ 40,800.00	\$ 10,200.00	\$ 408,000.00		10.00	\$ 41,616.00	\$ 10,404.00	\$ 520,200.00					
Specials Teacher	Basic Grant	Student Academic Achievement			\$ -	\$ -	\$ -		2.00	\$ 40,000.00	\$ 10,000.00	\$ 100,000.00		2.00	\$ 40,800.00	\$ 10,200.00	\$ 102,000.00		3.00	\$ 41,616.00	\$ 10,404.00	\$ 156,060.00					
Teacher Asst.	Basic Grant	Student Academic Achievement			\$ -	\$ -	\$ -		3.00	\$ 24,000.00	\$ 6,000.00	\$ 90,000.00	One per grade to start	4.00	\$ 24,480.00	\$ 6,120.00	\$ 122,400.00	One per grade	5.00	\$ 24,960.00	\$ 6,240.00	\$ 156,060.00	One per grade				
Teacher Asst.	Title I	Student Instructional Support			\$ -	\$ -	\$ -		1.00	\$ 24,000.00	\$ 6,000.00	\$ 30,000.00	Title 1	1.00	\$ 24,480.00	\$ 6,120.00	\$ 30,600.00		2.00	\$ 24,960.00	\$ 6,240.00	\$ 62,424.00					
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		11/23/2020				Page 1																		
See Tab 10 for an overview of expense types						Supplies/Materials/Equipment																		
Description	Revenue Detail	Expense Type	Start Up Cost	Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	Total	Assumptions	Annual Cost					
Textbooks and other instructional supplies	Textbook Reimbursement	Student Academic Achievement		\$75 per student	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00							\$ 11,250.00		\$ 20,250.00					
Textbooks and other instructional supplies	Other Federal Grants	Student Academic Achievement	\$ 25,000.00	\$250 per student	\$ 15,000.00	\$ 15,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 40,000.00		\$ 25,000.00					
Library/Media Materials	Basic Grant	Student Academic Achievement	\$ 25,000.00	Will add as funding allows	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 9,800.00		\$ 18,500.00					
Assessment Costs	Basic Grant	Student Academic Achievement		\$150 per student	\$ 3,125.00	\$ 3,125.00	\$ 3,125.00	\$ 3,125.00	\$ 3,125.00	\$ 3,125.00	\$ 3,125.00	\$ 3,125.00	\$ 3,125.00	\$ 3,125.00	\$ 3,125.00	\$ 3,125.00	\$ 37,500.00		\$ 40,500.00					
Instructional Equipment	Basic Grant	Student Academic Achievement	\$ 15,000.00	\$1,500 per classroom + common	\$ 2,500.00	\$ 2,500.00											\$ 5,000.00		\$ 15,000.00					
Classroom Technology	Other Federal Grants	Student Academic Achievement	\$ 25,000.00	\$7,500 per classroom plus \$15,000 additional; May finance/lease depending on cash flow	\$ 15,000.00	\$ 15,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 60,000.00		\$ 30,000.00					
Office Technology	Other Federal Grants	Administrative	\$ -		\$ 5,000.00	\$ 5,000.00											\$ 10,000.00							
Instructional Software	Other (please specify)	Student Academic Achievement	\$ 37,500.00	\$250 per student	\$ 20,000.00	\$ 15,000.00	\$ 4,600.00										\$ 39,600.00		\$ 23,500.00					
Office Software	Basic Grant	Administrative	\$ -		\$ 9,000.00												\$ 9,000.00							
Classroom Furniture	Other Federal Grants	Operational	\$ 25,000.00	\$5,500 per classroom + Common	\$ -	\$ 15,000.00	\$ -	\$ 15,000.00									\$ 30,000.00		\$ 15,350.00					
Office Furniture	Other Federal Grants	Administrative	\$ 2,500.00		\$ 2,500.00												\$ 5,000.00		\$ 2,500.00					
Telephones/Fax lines	Basic Grant	Administrative	\$ 1,000.00		\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 9,600.00		\$ 9,600.00					
Internet Access	Basic Grant	Administrative	\$ 1,000.00		\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 4,800.00		\$ 4,800.00					
Other Materials/Supplies/Equipment	Basic Grant	Administrative	\$ 1,000.00		\$ 2,500.00	\$ 2,500.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 15,000.00		\$ 15,000.00					
Copying and Reproduction	Basic Grant	Administrative	\$ 1,000.00		\$ 2,000.00	\$ 2,000.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ 20,000.00		\$ 20,000.00					
Postage and Shipping	Basic Grant	Administrative	\$ 1,000.00		\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 2,400.00		\$ 2,400.00					
	Basic Grant	Student Academic Achievement	\$ -														\$ -							
Copy Machines	Basic Grant	Administrative	\$ -	Lease	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 9,000.00							
Instructional Support Supplies	Title I	Student Instructional Support		Depends on Title I allocation					\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 1,250.00	\$ 4,000.00	\$ 4,000.00		\$ 17,250.00		\$ 2,000.00					
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nu under "Revenue Detail." Enter budget assumptions for each year. They should be highly detailed, explaining the rationale for each line item within the budget. (For example, details regarding

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3) Professional services and travel Make sure to include contractual and professional services here. These include, but are not limited to training & travel, class trips, transportation, legal fees, payroll services, accounting and bank fees, equipment/maintenance repairs, advertising... YOU MUST IDENTIFY THE REVENUE SOURCE using the dropdown menu under "Revenue Detail." Enter budget assumptions for each year. They should be highly detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, rent and/or construction costs, technology, etc. should be explained thoroughly.) Enter the start up cost for year 0, monthly costs for years 1, and estimated annual costs for years 2-5.

See Tab 10 for an overview of expense types																												
Description		Account Type	Expense Type	Start-Up Cost	Continuing for Title I student services, along with a professional to integrate Title I funds that will be incurred when implementing Title I services are identified	July	August	September	October	November	December	January	February	March	April	May	June	Total	Assessments	Annual Cost	Assessments	Annual Cost	Assessments	Annual Cost	Assessments	Annual Cost	Assessments	
Additional Title I Support Services		Title I	Student Instructional Support			\$	\$	-	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 36,000.00	\$	\$ 36,000.00	Assessments account with year 2 the month they are first taken	\$	40,000.00	Overall expenditures that go to increase the start-up	\$ 54,000.00	Overall expenditures that go to increase	\$ 54,000.00	Overall expenditures incl 2% inc
Professional Development		Title I Professional Development	Student Academic Achievement		\$1,000 per staff member total. Grants fund to cover coverage of Title I	\$	\$	\$	\$ 6,000.00	\$	\$	\$	\$	\$	\$	\$	\$	\$ 6,000.00	\$	\$ 6,000.00		\$	\$ 6,000.00	\$	\$ 6,000.00	\$	\$ 6,000.00	
Professional Development		Basic Grant	Student Academic Achievement		\$1,000 per staff member total. Grants fund to cover coverage of Title I	\$	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 60,000.00	\$	\$ 60,000.00		\$	\$ 60,000.00	\$	\$ 60,000.00	\$	\$ 60,000.00	
Professional Development		Other Federal Grants	Student Academic Achievement	\$ 25,000.00	CSP Funded Staff Development	\$	\$ 6,000.00		\$	\$		\$ 15,000.00	\$	\$		\$	\$ 25,000.00	\$ 46,000.00	\$	\$ 46,000.00		\$	\$ 46,000.00	\$	\$ 46,000.00	\$	\$ 46,000.00	
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Year 1

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be explained thoroughly.) Enter the start up cost for year 0, monthly costs for year 1, and estimated annual costs for years 2-5.

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## [9] Budget Narrative

### Instructions

Please respond to the the budget narrative questions below.

	Question	Briefly Describe Proposed Activities
1	Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties. Are there any expenditures that are essential to the model that cannot be cut under any circumstances?	The budget is based on flat revenue for five years. We anticipate \$150K from The Mind Trust and \$325K from the Walton Family Foundation. IPS has provided start-up funding and other resources to its existing innovation network schools, but we are not including that in our budget. We project cash deficits in early months, but we have flexible areas in the budget. For revenue timing issues, we will explore a line of credit and will look to finance or lease furniture, equipment, technology, etc.. If enrollment is short, we will manage our expenditures accordingly, including not hiring all staff unless they are needed.
2	Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred and b) any transportation costs necessary to ensure the school will be both open and accessible	We are projecting very conservatively for transportation costs and we have included sufficient funds for special education needs. We hope to reduce our transportation costs through a partnership with IPS, and we also recognize that our special education costs are going to be paid for out of both designated special education funding sources and our general fund.
3	Explain your rationale for the enrollment projections you made on Tabs 1 and 3	We anticipate opening with 3 sections of classrooms with 24 students in each from grades K-3. We anticipate adding one full grade (3 sections) per year until we're full from K-6. That results in 72 new students each year.
4	Please include any additional details necessary for understanding your strategic budgeting priorities.	The largest driving force behind our strategic budgeting priorities is our facility. If, as anticipated, we reach a favorable partnership deal with IPS, it allows us to put more resources into personnel, refreshing technology/curriculum, and professional development. If, however, our facility costs are higher than anticipated, we will manage our resources accordingly. We have added \$125K for year 0 and \$200K for years 1 and 2 from the Federal Charter School Program (CSP) start-up grant. However, our original budget did not include this and we are confident we can adjust our budget if it is not received.



## [10] Overview of Expense Types

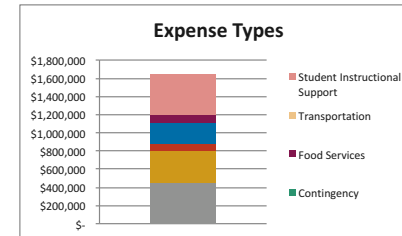
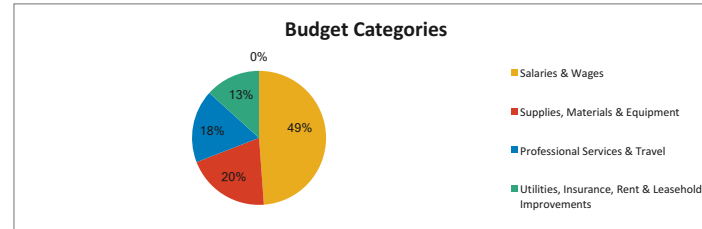
	Expense Type	Example
1	Administrative	Legal services; promotional expenses; administrative staff and supplies including principal, school leader, office support staff, HR; community relations; payroll; financial accounting; parent involvement; salaried security and tech support personnel; nursing supplies
2	Contingency	Emergency/reserve funds
3	Food Services	Food purchases classified as eligible under federal reimbursement programs for student breakfast and lunch
4	Student Academic Achievement	Defined as the activity between teachers and students. This category includes those direct expenditures related to instruction, providing instruction, instructional materials, and instructional supervision. Activities dealing directly with the teaching of pupils, including teachers (salaries and related fringe benefits), teacher aides,
5	Student Instructional Support	This category includes other expenditures for those services that support student academic achievement within the school building. Pupil support services included in these expenditures are attendance, social work, guidance, health, psychology, speech pathology, audiology, and school administration.
6	Occupancy	building insurance, leasehold improvements, rent
7	Operational	building maintenance, utilities, contracted security services, moveable equipment (furniture, computers, software)
8	Transportation	student transportation services

## [11] Summary of Instructions

Tab #	Tab Name	Instructions
1	Tuition Support Calculator	Use this calculator to estimate enrollment by grade and by District of residency. Enter the estimated complexity index in cell E38 or E46 depending on FTA.
2	First Fiscal Year Cash Flow Analysis	Enter name of school and fiscal year of first year of operations. If a revenue source is not listed, please enter it in line 23, 24 or 25. Revenue assumptions should be highly detailed in column R, explaining the basis for your assumption. Total expenses calculated from tabs 4-8.
3	Five-Year Budget Template	Enter 1) Name of School 2) Projected Enrollment and 3) anticipated revenue streams for years 1-5. If a revenue source is not listed, please enter it in line 23, 24 or 25. Total expenses calculated from tabs 4-8.
4	Salaries & Wages	include all personnel expenditures here. You may enter positions with the same title on one line. Assumes all positions will receive annual salary for full year except Year 0. For Year 0, assuming fiscal year begins July 1, indicate first month of payroll for position. YOU MUST IDENTIFY THE REVENUE SOURCE using the dropdown menu under "Revenue Detail." Enter benefits % estimate in cell "A11." Enter budget assumptions for each year. They should be highly detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, rent and/or construction costs, technology, etc. should be explained thoroughly.)
5	Supplies/Materials/Equipment	Make sure to include all supplies, materials, and equipment here. These include, but are not limited to, curriculum, software, assessment materials, training materials, special education assistive technology and other resources, textbooks, food and kitchen supplies and equipment, athletic supplies and equipment, hardware (computers), classroom, custodial, and building supplies, marketing materials. YOU MUST IDENTIFY THE REVENUE SOURCE using the dropdown menu under "Revenue Detail." Enter budget assumptions for each year. They should be highly detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, rent and/or construction costs, technology, etc. should be explained thoroughly.) Enter the start up cost for year 0, monthly costs for year 1, and estimated annual costs for years 2-5.
6	Professional services and travel	Make sure to include contractual and professional services here. These include, but are not limited to training & travel, class trips, transportation, legal fees, payroll services, accounting and bank fees, equipment/maintenance repair, advertising. YOU MUST IDENTIFY THE REVENUE SOURCE using the dropdown menu under "Revenue Detail." Enter budget assumptions for each year. They should be highly detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, rent and/or construction costs, technology, etc. should be explained thoroughly.) Enter the start up cost for year 0, monthly costs for year 1, and estimated annual costs for years 2-5.
7	Utilities, Insurance, Rent & Leasehold Improvements	These include, but are not limited to telephone, electricity, gas, water/sewer, insurance, treasury bond, rent or mortgage, leasehold improvements. YOU MUST IDENTIFY THE REVENUE SOURCE using the dropdown menu under "Revenue Detail." Enter budget assumptions for each year. They should be highly detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, rent and/or construction costs, technology, etc. should be explained thoroughly.) Enter the start up cost for year 0, monthly costs for year 1, and estimated annual costs for years 2-5.
8	Misc	Please include any other expenses not covered on other tabs here. YOU MUST IDENTIFY THE REVENUE SOURCE using the dropdown menu under "Revenue Detail." Enter budget assumptions for each year. They should be highly detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, rent and/or construction costs, technology, etc. should be explained thoroughly.) Enter the start up cost for year 0, monthly costs for year 1, and estimated annual costs for years 2-5.
9	Budget Narrative	Respond to questions posed on Tab 9.

**Calculations (Applies to Fiscal Year 1 Only)**

Category	Student Academic Achievement	Student Instructional Support	Administrative	Operational	Occupancy	Contingency	Food Services	Transportation	Total
Salaries & Wages	\$ 190,000.00	\$ 386,250.00	\$ 231,250.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 807,500.00
Supplies, Materials & Equipment	\$ 202,650.00	\$ 17,250.00	\$ 84,800.00	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -	\$ 334,700.00
Professional Services & Travel	\$ 59,500.00	\$ 57,000.00	\$ 39,000.00	\$ 46,000.00	\$ -	\$ -	\$ 89,250.00	\$ -	\$ 290,750.00
Utilities, Insurance, Rent & Leasehold Improvements	\$ -	\$ -	\$ -	\$ -	\$ 220,000.00	\$ -	\$ -	\$ -	\$ 220,000.00
Misc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 452,150.00</b>	<b>\$ 460,500.00</b>	<b>\$ 355,050.00</b>	<b>\$ 76,000.00</b>	<b>\$ 220,000.00</b>	<b>\$ -</b>	<b>\$ 89,250.00</b>	<b>\$ -</b>	<b>\$ 1,652,950.00</b>



**Performance Against Framework**

<b>2.1 c) Days Cash on Hand</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Cash	\$301,775.00	\$519,612.50	\$531,068.50	\$611,896.42	\$934,524.38
Total Expenses	\$1,652,950.00	\$1,915,962.50	\$2,444,089.00	\$2,912,699.16	\$3,225,599.26
<b>Ratio</b>	<b>67</b>	<b>99</b>	<b>79</b>	<b>77</b>	<b>106</b>
<b>2.2 a) Total Margin and Aggregated 3 Year TM</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
3 yr Aggregate Net Income	NA	NA	\$356,693.50	\$310,121.42	\$414,911.88
Net Income	\$127,400.00	\$217,837.50	\$11,456.00	\$80,827.92	\$322,627.96

# Attachment U

K-8 Program of Space Needs										SCHMIDT COUNTY
450: Enroll										
450: Total Student Body										
Category	Room type	No. of Students/ Staff	No. of Students/ Classrm	Req'd No. of spaces	Req'd Area per sf	net subtotal in Sq. Ft.	Subtotal of Required Areas	Variation in Net Areas required to existing	Subtotal of Existing Areas	
Classrooms	Kindergarten Rooms	50	25	20	1,000	2,000				
	Kindergarten Storage				100	200				
	Kindergarten Restrooms				100	200				
	Student Classrooms					2,400				
	1st Grade Classroom	50	25	20	900	1,800				
	2nd Grade Classroom	50	25	20	900	1,800				
	3rd Grade Classrooms	50	25	20	900	1,800				
	4th Grade Classrooms	50	25	20	900	1,800				
	5th Grade Classrooms	50	25	20	900	1,800				
	6th Grade Classrooms	50	25	20	900	1,800				
Classrooms	7th Grade Classrooms	50	25	20	900	1,800				
	8th Grade Classrooms	50	25	20	900	1,800				
	8th Grade Science Lab with storage room	50	25	20	1,200	2,400				
		450		200		16,800				
	Resource Rooms/Title I/Teacher Work			8	350	2,800				
Classrooms						2,800				
	Specials Classroom (Art/Music)			1	1,200	1,200				
	Storage			2	150	300				
						1,500				
Classrooms	Student Restrooms	36			40	1,440				
	Totals						24,940	(24,940)		
Learning Lab/Technology/Media/Community Center	Space for two classes	100		120	1,200	1,200		(1,200)		
	Storage			1	225	225		(225)		
	Totals						1,425	(1,425)		
Cafeteria/ Visioning Environment	Cafeteria	150	three lunch periods		18	2,700		(2,700)		
	Kitchen & Support					1,215		(1,215)		
	Totals						3,915	(3,915)		





78 Program of Space Needs										SCHMIDT ASSOCIATES	
600 Enroll											
600 Total Student Body											
25											
Category	Room type	No. of Students/ Staff	No. of Students/ Classrm	Req'd No. of spaces	Req'd Area per sq	net subtotal in Sq. Ft.	Subtotal of Required Areas	Variation in Net Areas	Subtotal of Existing Areas		
<b>Classrooms</b>											
	Kindergarten Rooms	0	25	0.0	1,000	0		required to existing			
	Kindergarten Storage				100	0					
	Kindergarten Restrooms				100	0					
						0					
<b>Student Classrooms</b>											
	1st Grade Classroom	0	25	0.0	900	0					
	2nd Grade Classroom	0	25	0.0	900	0					
	3rd Grade Classrooms	0	25	0.0	900	0					
	4th Grade Classrooms	0	25	0.0	900	0					
	5th Grade Classrooms	0	25	0.0	900	0					
	6th Grade Classrooms	0	25	0.0	900	0					
	7th Grade Classrooms	300	25	12.0	900	10,800					
	8th Grade Classrooms	150	25	6.0	900	5,400					
	8th Grade Science Lab with storage room	150	25	6.0	1,200	7,200					
		600		24.0		23,400					
<b>Resource Rooms/Title I/Teacher Work</b>											
				12	350	4,200					
						4,200					
<b>Specials Classroom (Art/Music)</b>											
				1	1,200	1,200					
	Storage			2	150	300					
						1,500					
	Student Restrooms	48			40	1,920					
<b>Totals</b>							<b>31,020</b>	<b>(31,020)</b>			
<b>Learning Lab/Technology/Media/Community Center</b>											
	Space for two grade levels	50		18.0	900	900		(900)			
	Storage			1	225	225		(225)			
<b>Totals</b>							<b>1,125</b>	<b>(1,125)</b>			
<b>Cafeteria/ Visioning Environment</b>											
	Cafeteria	200	three lunch periods		18	3,600		(3,600)			
	Kitchen & Support					1,620		(1,620)			

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K-2 Program of Space Needs										SCHMIDT ASSOCIATES	
150 Enroll		25									
150 Total Student Body											
Category	Room type	No. of Students/ Staff	No. of Students/ Classrm	Req'd No. of spaces	Req'd Area per sf	net subtotal in Sq. Ft.	Subtotal of Required Areas	Variation in Net Areas required to existing	Subtotal of Existing Areas		
Classrooms											
	Kindergarten Rooms	50	25	2.0	1,000	2,000					
	Kindergarten Storage				100	200					
	Kindergarten Restrooms				100	200					
						2,400					
Student Classrooms											
	1st Grade Classroom	50	25	2.0	900	1,800					
	2nd Grade Classroom	50	25	2.0	900	1,800					
	3rd Grade Classrooms	0	25	0.0	900	0					
	4th Grade Classrooms	0	25	0.0	900	0					
	5th Grade Classrooms	0	25	0.0	900	0					
	6th Grade Classrooms	0	25	0.0	900	0					
	7th Grade Classrooms	0	25	0.0	900	0					
	8th Grade Classrooms	0	25	0.0	900	0					
	8th Grade Science Lab with storage room	0	25	0.0	1,200	0					
		150		6.0		3,600					
Resource Rooms/Title I/Teacher Work											
				3	350	1,050					
						1,050					
Specials Classroom (Art/Music)											
				1	1,200	1,200					
	Storage			2	150	300					
						1,500					
Student Restrooms											
		12			40	480					
Totals							9,030	(9,030)			
Learning Lab/Technology/Media/Community Center											
	Space for two grade levels	100		12.0	1,200	1,200		(1,200)			
	Storage			1	225	225		(225)			
Totals							1,425	(1,425)			
Cafeteria/ Visioning Environment											
	Cafeteria	50			18	900		(900)			



Kitchen & Support						405		(405)	
<b>Totals</b>							<b>1,305</b>	<b>(1,305)</b>	
<b>Gym/Multipurpose/PE Space</b>									
Gymnasium					1	8,500		(8,500)	
Gym Storage					1	425			
Locker Rooms w/RR					2	480			
Student/Public Restrooms				6		40			
						240			
<b>Totals</b>							<b>10,125</b>	<b>(10,125)</b>	
<b>Central Office</b>									
General Office Waiting				8		22			
Secretaries					2	50			
Office Work Room					1	150			
Office Storage					1	150			
Office File					1	150			
Principal					1	225			
Assistant Principal					2	225			
Literacy Coach/Math Coach					4	100			
Dean of Discipline					1	225			
Community Outreach					1	150			
Conference room					1	450			
Clinic - Room for two cots					1	225			
Clinic Restrooms				2		100			
Staff Restrooms						75			
Staff Work Room					1	250			
<b>Totals</b>							<b>3,751</b>	<b>(3,751)</b>	
<b>Subtotal of NET Program Space</b>							<b>25,636</b>	<b>(25,636)</b>	
Circulation and Walls				30%					
Mechanical				5%					
Data / Storage/Jan.				5%					
				40%					
<b>RANGE of TOTAL GROSS AREA REQUIRED</b>					239	sf/student			
							<b>35,890</b>		

## Insurance Estimate: URBAN ACT Academy

Prepared on: October 1, 2017

By: Chad Miller

To Whom It May Concern:

We appreciate the opportunity to provide the outlined insurance estimate for URBAN ACT Academy.

Miller Insurance group has operated as an independent agency in Indiana since 1937. We have earned outstanding relationships built on trust, industry knowledge, and service excellence. We are a supporter of quality education in Indiana, whether it be a traditional public school, charter school, or independent school, we want all students in Indiana to have the opportunity to receive an excellent education regardless of the zip code in which they are born. One of our agents, Chad Miller, spent six years working in a public charter school, four of which were as an administrator. Our agency is uniquely positioned to provide coverage which meet the requirements of the law and ICSB, and to advise our clients on school-specific strategies to mitigate risk.

### Indiana Charter School Board General Requirements

- We are licensed to do business in The State of Indiana as required by law.
- We will utilize the following carriers, which are admitted in the State of Indiana, to place Gateway Preparatory Academy's exposure: Hanover Insurance, Liberty Mutual, Markel, Selective, and Travelers Insurance. We also have access to secondary markets in the event Gateway Preparatory school is not able to be placed with a standard carrier.
- We will only place this school with at least an "A" rated insurance carrier as determined by A.M. Best rating guidelines.

### Indiana Charter School Board Minimum Insurance Requirements

On behalf of Gateway Preparatory Academy, the following coverages can be secured to meet all requirements of the ICSB and/or additional insureds as appropriate:

- **Workers' Compensation Liability:** Workers' compensation for all employees as required by Indiana law (see IC § 22-3).
- **Commercial General Liability:** Commercial general liability in an occurrence form, with limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate for bodily injury, personal injury and property damage liability coverage. Liability coverage shall include the following: all premises and operations, products/completed operations, independent contractors, separation of insureds, defense and contractual liability. Such comprehensive general liability insurance must expressly cover sexual abuse/molestation liability, and medical payments of \$5,000. The ICSB and the IDOE must each be named as an Additional Insured on a primary, non-contributory basis for any liability arising directly or indirectly from all school business, including school-



sanctioned functions that may take place outside of normal school hours. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.

- **Educators' Legal Liability (including Directors' and Officers' and Employment Practices Liability):** Liability insurance covering the school and its directors and officers from liability claims arising from wrongful acts, errors or omissions with regard to the conduct of their duties related to operation and management of the school with limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate.
- **Automobile Liability:** Required when any motor vehicle (whether owned, non-owned or hired) is used in connection with all school business, including school-sanctioned functions that may take place outside of ICSB Insurance Requirements Page 2 normal school hours, with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage. NOTE: such liability insurance provides coverage for the school only. The ICSB strongly encourages schools to establish a policy whereby any school employee who drives a personally-owned vehicle for school-related business (including field trips or conferences) must have personal auto coverage of at least \$100,000, and that all such employees must provide certificates of insurance to keep on file at the school.
- **Umbrella/Excess Liability:** Umbrella or Excess Liability Insurance with limits of not less than \$4,000,000 to provide additional limits for underlying general, automobile, employers' and educators' legal liability.
- **Property Insurance:** Property insurance from an A-rated insurance carrier for full Replacement Cost of property, whether by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/ extra expense losses. If the charter school is leasing its property, the ICSB will accept insurance in the name of either the school or the property owner.
- **Student Accident Coverage:** All Indiana High School Athletic Association (IHSAA) schools must include coverage for athletic participation.
- **Employee Dishonesty Liability:** Employee Dishonesty liability insurance in the amount of at least \$250,000 for all school employees. Note that the state of Indiana has specific fidelity bond requirements for certain school employees.
- **Cyber Liability:** Schools may wish to obtain cyber liability insurance, depending upon the school model.
- **Foreign Travel/Field Trip Liability:** Schools may wish to obtain liability insurance covering field trips and/or foreign travel, depending upon the school model. Additional Requirements For Schools

## Indiana Charter School Board Additional Requirements

We are also aware that contracting with an Educational Management Organization Charter schools authorized by the ICSB that enter into a management agreement with an Educational Management Organization ("EMO") must factor in these additional requirements:

- The service agreement between the charter school and the EMO must require the school to be named as an Additional Insured on the EMO's liability policies.
- The EMO must obtain liability insurance coverage from an A-rated carrier naming the ICSB and the IDOE as Additional Insured on a primary, non-contributory basis. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.



- Workers' compensation insurance that complies with state law must be carried by whichever entity employs the school's staff. If both the school and the EMO employ staff, then each entity must carry the appropriate insurance coverage for their respective employees. If the school does not employ any of the staff or administration and does not carry workers' compensation insurance, then the service agreement between the charter school and the EMO must include a provision to indemnify the school against any liability for workers' compensation claims.

Based on the initial estimates, and the programming required, it would be our counsel that the following estimates could be used for budgeting purposes

### Year One Projection (2018-2019 Academic Year) – Innovation Network School

Coverage	Premium
<b>Liability</b>	
Directors and Officers Liability, Educators Legal Liability, and Employment Practices Liability	\$5,915
Workers Compensation/Employer's Liability	\$9,075
Commercial General Liability (including "Abuse" or "Molestation")	\$5,810
Automobile Liability	\$1,035
Employee Dishonesty Liability	\$1,240
Cyber Liability	\$950
Umbrella Liability	\$3,935
<b>Liability Cost</b>	<b>\$27,960</b>
<b>Property</b>	
Business Auto	\$2,005
Business Personal Property & Business Income and Extra expense	\$1,560
Building	NA
<b>Property Cost</b>	<b>\$3,565</b>
<b>Total Cost</b>	<b>\$31,525</b>
<b>Optional Coverages</b>	
Law Enforcement Professional	\$1,760
Foreign Travel Liability	\$1,245

Estimates were made based on the following based on the following:

- 500 Students
- 40 Staff Members
- One commercial auto (likely 16-passenger van)



[millerinsurancegrp.com](http://millerinsurancegrp.com)  
[info@millerinsurancegrp.com](mailto:info@millerinsurancegrp.com)

- Business Personal Property is estimated at \$1,250,000 and no Building coverage per Innovation Network Agreement.

**\*Important note:** Insurance market conditions can change quickly, which makes it difficult to project insurance costs for the fall of 2018. This estimate has been put together using knowledge from our carrier companies and our experience insuring charter schools. Insurance rates can be affected by a number of factors and therefore come with a high degree of variability.

Should you have any questions, feel free to contact me by phone or through email.

For our youth,

A handwritten signature in blue ink that reads "Chad J. Miller". The signature is written in a cursive, flowing style.

Chad Miller  
Commercial Producer  
e: [chad@millerinsurancegrp.com](mailto:chad@millerinsurancegrp.com)  
c: (317) 869-9180



## Insurance Estimate: URBAN ACT Academy

Prepared on: October 1, 2017

By: Chad Miller

To Whom It May Concern:

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### Indiana Charter School Board General Requirements

- We are licensed to do business in The State of Indiana as required by law.
- We will utilize the following carriers, which are admitted in the State of Indiana, to place Gateway Preparatory Academy's exposure: Hanover Insurance, Liberty Mutual, Markel, Selective, and Travelers Insurance. We also have access to secondary markets in the event Gateway Preparatory school is not able to be placed with a standard carrier.
- We will only place this school with at least an "A" rated insurance carrier as determined by A.M. Best rating guidelines.

### Indiana Charter School Board Minimum Insurance Requirements

On behalf of Gateway Preparatory Academy, the following coverages can be secured to meet all requirements of the ICSB and/or additional insureds as appropriate:

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sanctioned functions that may take place outside of normal school hours. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.

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- **Automobile Liability:** Required when any motor vehicle (whether owned, non-owned or hired) is used in connection with all school business, including school-sanctioned functions that may take place outside of ICSB Insurance Requirements Page 2 normal school hours, with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage. NOTE: such liability insurance provides coverage for the school only. The ICSB strongly encourages schools to establish a policy whereby any school employee who drives a personally-owned vehicle for school-related business (including field trips or conferences) must have personal auto coverage of at least \$100,000, and that all such employees must provide certificates of insurance to keep on file at the school.
- **Umbrella/Excess Liability:** Umbrella or Excess Liability Insurance with limits of not less than \$4,000,000 to provide additional limits for underlying general, automobile, employers' and educators' legal liability.
- **Property Insurance:** Property insurance from an A-rated insurance carrier for full Replacement Cost of property, whether by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/ extra expense losses. If the charter school is leasing its property, the ICSB will accept insurance in the name of either the school or the property owner.
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Based on the initial estimates, and the programming required, it would be our counsel that the following estimates could be used for budgeting purposes

### Year One Projection (2018-2019 Academic Year) – New School with Leased Space

Coverage	Premium
<b>Liability</b>	
Directors and Officers Liability, Educators Legal Liability, and Employment Practices Liability	\$3,850
Workers Compensation/Employer's Liability	\$3,465
Commercial General Liability (including "Abuse" or "Molestation")	\$2,250
Automobile Liability	\$1,035
Employee Dishonesty Liability	\$1,110
Cyber Liability	\$785
Umbrella Liability	\$2,840
<b>Liability Cost</b>	<b>\$15,335</b>
<b>Property</b>	
Business Auto	\$2,005
Business Personal Property & Business Income and Extra expense	\$995
Building	NA
<b>Property Cost</b>	<b>\$3,000</b>
<b>Total Cost</b>	<b>\$18,335</b>
<b>Optional Coverages</b>	
Law Enforcement Professional	\$1,760
Foreign Travel Liability	\$1,245

Estimates were made based on the following based on the following:

- 150 Students
- 15 Staff Members
- One commercial auto (likely 16-passenger van)

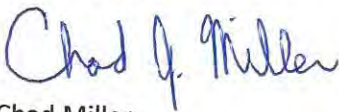


- Business Personal Property is estimated at \$250,000 and assuming no Building coverage (leased space).

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Should you have any questions, feel free to contact me by phone or through email.

For our youth,



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Based on the initial estimates, and the programming required, it would be our counsel that the following estimates could be used for budgeting purposes

### Year One Projection (2018-2019 Academic Year) – New School with Owned Building

Coverage	Premium
<b>Liability</b>	
Directors and Officers Liability, Educators Legal Liability, and Employment Practices Liability	\$3,850
Workers Compensation/Employer's Liability	\$3,465
Commercial General Liability (including "Abuse" or "Molestation")	\$2,250
Automobile Liability	\$1,035
Employee Dishonesty Liability	\$1,110
Cyber Liability	\$785
Umbrella Liability	\$2,840
<b>Liability Cost</b>	<b>\$15,335</b>
<b>Property</b>	
Business Auto	\$2,005
Business Personal Property & Business Income and Extra expense	\$995
Building	\$4,650
<b>Property Cost</b>	<b>\$7,650</b>
<b>Total Cost</b>	<b>\$22,985</b>
<b>Optional Coverages</b>	
Law Enforcement Professional	\$1,760
Foreign Travel Liability	\$1,245

Estimates were made based on the following based on the following:

- 150 Students
- 15 Staff Members
- One commercial auto (likely 16-passenger van)



Miller  
Insurance  
Group

millerinsurancegrp.com  
info@millerinsurancegrp.com

- Business Personal Property is estimated at \$250,000 and assuming 2,500,000 Building coverage (owned space).

**\*Important note:** Insurance market conditions can change quickly, which makes it difficult to project insurance costs for the fall of 2018. This estimate has been put together using knowledge from our carrier companies and our experience insuring charter schools. Insurance rates can be affected by a number of factors and therefore come with a high degree of variability.

Should you have any questions, feel free to contact me by phone or through email.

For our youth,

Chad Miller  
Commercial Producer  
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## Appendix B

## Indiana Department of Education Budget Request Summary

Federal Program Title/Project Name	Charter Schools							
Federal Agency	U.S. Department of Ed							
CFDA Number	84.282A							
Award Name	Quality Counts							
Grantee Name	URBAN ACT Academy							
Grantee DUNS#								
State Bidder Number								
Budget Categories	Planning	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation (if	Total CSP Budget	Sustainability Year (No CSP)
Personnel	\$ 10,000.00	\$ 128,225.00	\$ 51,750.00	#REF!	#REF!	#REF!	#REF!	#REF!
Fringe Benefits		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development (Incl. Travel, Room, & Fee)	\$ 105,000.00	\$ 45,000.00	\$ 30,000.00	#REF!	#REF!	#REF!	#REF!	#REF!
Property & Equipment	\$ 57,200.00	\$ 100,000.00	\$ 25,000.00	#REF!	#REF!	#REF!	#REF!	#REF!
Supplies	\$ 10,000.00	\$ -	\$ 30,000.00	#REF!	#REF!	#REF!	#REF!	#REF!
Contractual	\$ 96,000.00	\$ 10,000.00	\$ -	#REF!	#REF!	#REF!	#REF!	#REF!
Other	\$ 15,000.00	\$ -	\$ -	#REF!	#REF!	#REF!	#REF!	#REF!
Total	\$ 293,200.00	\$ 283,225.00	\$ 136,750.00	#REF!	#REF!	#REF!	#REF!	#REF!
Reimbursement will only be made for charges specifically permitted under the scope of funding and in accordance with federal and Indiana State Law under the approved grant agreement.								

Please provide an explanation as to how you will use the funds that have been allocated in the budget by providing a detailed budget breakdown. Costs provided must be specific.

<b>Professional Development</b>	\$	105,000
<b>Property &amp; Equipment</b>	\$	57,200
<b>Supplies</b>	\$	10,000
<b>Contractual</b>	\$	96,000
<b>Other</b>	\$	15,000

**Program Staffing (list all positions below)** \$ 10,000

<b>Staff Name</b>	<b>Staff Position</b>	<b>Certified/Noncert</b>	<b>FTE</b>	<b>Split</b>	<b>Funded Y/1</b>	<b>Additional Funding Sour</b>	<b>Job Description</b>
TBD	Assistant Principal	Certified	1	N	N/A		responsible for planning professional development, coaching and developing curriculum

## NAME OF FEDERAL GRANT Year 1

&lt; URBAN Act Academy &gt;

Grantee DUNS #

Directions: Please enter each item to be funded into the appropriate funding category. Insert lines as needed. All components (Description, Cost Each, Quantity and Quantity

Object	Category	Activity Description	Cost Each	Quantity	Quantity Description if needed	Total
	Professional Development (Incl. Travel, Room, & Fee)	Professional Development	\$ 35,000	1		\$ 35,000
		Professional Development: Staff Stipends	\$2,500	28		\$ 70,000
					PI	\$ 105,000
	Property & Equipment	Technology: Staff computers	\$ 1,100.00	40	1 per staff member	\$ 44,000
		Technology: Office printers	\$ 350.00	2	1 general; 1 secured	\$ 700
		Technology: Other Needs	\$ 10,000.00	1		\$ 10,000
		Furniture: Office Desks, Chairs, Tables, File Cabinets	\$ 2,500.00	1		\$ 2,500
					Subtotal	\$ 57,200
	Supplies	Office Set-up Supplies	\$ 5,000	1		\$ 5,000
			\$ 5,000	1	Office desks, chairs, tables	\$ 5,000
					Subtotal	\$ 10,000
	Contractual (includes all purchased professional and technical services)	Recruitment: Staff Recruitment	\$4,000	4		\$ 16,000
		Technology: Consulting Set-up	\$25,000	1		\$ 25,000
		Special Education policies and coaching support	\$17,500	1		\$ 17,500
		Data and Reporting : Set-up Consulting	\$12,500	1		\$ 12,500
		Office and System Set-up Consulting	\$25,000	1		\$ 25,000
					Subtotal	\$ 96,000
	Other	Community Engagement	\$ 15,000	1		\$ 15,000
						\$ -
					Subtotal	\$ 15,000
		Assistant Principal	\$ 10,000	1		\$ 10,000



Program Staffing					\$ -
					\$ -
	Subtotal				\$ 10,000
					\$ -
					\$ -
					\$ -
					\$ -
	Subtotal				\$ -
					\$ -
					\$ -
					\$ -
					\$ -
	Subtotal				\$ -
Total Year 1					\$ 293,200

Please provide an explanation as to how you will use the funds that have been allocated in the budget by providing a detailed budget breakdown. Costs provided must be specific.

<b>Professional Development (Travel, Room, &amp; Fee)</b>	\$45,000.00
<b>Property &amp; Equipment</b>	\$100,000.00
<b>Supplies</b>	\$0.00
<b>Contractual</b>	\$10,000.00
<b>Other</b>	\$0.00
<b>Program Staffing (list all positions below)</b>	\$128,225.00

<b>Staff Name</b>	<b>Staff Position</b>	<b>Certified/Noncert</b>	<b>FTE</b>	<b>Split</b>	<b>Funded Y/N</b>	<b>Additional Funding Source</b>	<b>Job Description</b>
	Director of Curriculum	Certified	1	N		N/A	Hire full-time Dean of Curriculum to make sure we implement program appropriately in year one and provide extra admin support
	Parent Advocates	Noncertified	2	N		N/A	Liasons between home and school, connect families to school or community supports

Directions: Please enter each item to be funded into the appropriate funding category. Insert lines as needed. All components (Description, Cost Each, Quantity and Quantity

Object	Category	Activity Description	Cost Each	Quantity	Quantity Description if needed	Total
	Professional Development (Incl. Travel, Room, & Fee)	Professional Development	\$ 20,000	1		\$ 20,000
		Professional Development: Staff Stipends	\$2,500	10		\$ 25,000
						\$ -
		Subtotal				\$ 45,000
	Property & Equipment	Instructional Equipment	\$ 2,500.00	20	Per Classroom	\$ 50,000
		Classroom Furniture	\$ 2,500	20	Per Classroom	\$ 50,000
		Subtotal				\$ 100,000
	Supplies					\$ -
		Subtotal				\$ -
	Contractual (includes all purchased professional and technical services)					\$ -
		Technology: Tech Support	\$10,000	1		\$ 10,000
		Subtotal				\$ 10,000
	Other					\$ -
						\$ -
		Subtotal				\$ -
	Program Staffing	Director of Curriculum	\$ 70,725	1		\$ 70,725
		Parent Advocates	\$ 28,750	2		\$ 57,500
		Subtotal				\$ 128,225

					\$ -
					\$ -
					\$ -
					\$ -
	Subtotal				\$ -
					\$ -
					\$ -
					\$ -
					\$ -
	Subtotal				\$ -
Total Year 1					\$ 283,225

Please provide an explanation as to how you will use the funds that have been allocated in the budget by providing a detailed budget breakdown. Costs provided must be specific.

<b>Professional Development (Travel, Room, &amp; Fee)</b>	\$ 30,000
<b>Property &amp; Equipment</b>	\$ 25,000
<b>Supplies</b>	\$ 30,000
<b>Contractual</b>	\$ -
<b>Other</b>	\$ -
<b>Program Staffing (list all positions below)</b>	\$ 51,750

<b>Staff Name</b>	<b>Staff Position</b>	<b>Certified/Noncert</b>	<b>FTE</b>	<b>Split Funded Y/N</b>	<b>Additional Funding Source</b>	<b>Job Description</b>
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&lt;URBAN ACT Academy&gt;

Grantee DUNS #

Directions: Please enter each item to be funded into the appropriate funding category. Insert lines as needed. All components (Description, Cost Each, Quantity and

Object	Category	Activity Description	Cost Each	Quantity	Quantity Description if needed	Total
	Professional Development (Travel, Room, & Fee)	Professional Developmnet	\$ 30,000	1		\$ 30,000
						\$ -
					Subtotal	\$ 30,000
	Property & Equipment	Technology Upgrades	\$ 25,000.00	1		\$ 25,000
						\$ -
					Subtotal	\$ 25,000
	Supplies	Music, Art, Supplies, 3D Printer	\$ 30,000			\$ 30,000
					Subtotal	\$ 30,000
	Contractual (includes all purchased professional and technical services)					\$ -
						\$ -
						\$ -
					Subtotal	\$ -
	Other					\$ -
					Subtotal	\$ -
	Program Staffing					\$ -
		Social Worker (full time)	\$ 51,750	1		\$ 51,750
						\$ -
					Subtotal	\$ 51,750
						\$ -
						\$ -

					\$ -
					\$ -
	Subtotal				\$ -
					\$ -
					\$ -
					\$ -
					\$ -
	Subtotal				\$ -
Total Year 1					\$ 136,750

The sustainability budget year does NOT reflect costs that will be paid with CSP funds but rather costs that will be sustained with other funds after the CSP funds cease. See 1f in the required elements. The subgrantee needs to explain how needed activities funded by CSP will be continued in other ways. Costs provided must be specific.

<b>Professional Development</b>	\$20,000 - School will utilize travel funds to send teachers to professional development as needed and will cover these costs after the grant period through appropriate Title funding or general fund monies.
<b>Property &amp; Equipment</b>	\$25,000 - School does not anticipate major one time costs related to property or equipment after the life of the grant. UAA will set aside funding each year from its general fund to replace property and equipment as needed.
<b>Supplies</b>	\$50,000 School does not anticipate major costs related to material after the life of the grant. UAA will set aside funding each year from its general fund to replace supplies and materials as needed.
<b>Contractual</b>	\$25,000 - School will plan for additional contracted services beyond the start up years from the general budget.
<b>Other</b>	

**Program Staffing (list all positions below)** 1\$8,5000 - After the initial planning period the school will sustain staffing from its state funding. Staff funded through the CSP grant during the implementation period will be sustained once the school is receiving its federal funding.

Staff Name	Staff Position	Certified/Noncert	FTE	Split Funded Y/N	Additional Funding Source	Job Description
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**Joshua W. Abel**  
*Associate*  
**Josh.abel@FaegreBD.com**  
Direct +1 317 237 8208

**Faegre Baker Daniels LLP**  
300 North Meridian Street ▼ Suite 2700  
Indianapolis ▼ Indiana 46204-1750  
Phone +1 317 237 0300  
Fax +1 317 237 1000

November 1, 2017

**VIA OVERNIGHT DELIVERY**

Internal Revenue Service  
201 West Rivercenter Blvd.  
Attn: Extracting Stop 312  
Covington, Kentucky 41011

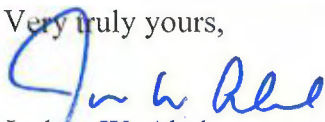
**Re: URBAN ACT Academy, Inc.**  
**EIN: 82-3036207**

Dear Sir or Madam:

On behalf of the Urban Act Academy, Inc., I am enclosing Form 1023, Application for Recognition of Exemption (including Form 2848, Power of Attorney, and all required attachments to Form 1023).

Please direct any questions concerning these documents to the undersigned. Thank you for your help.

Very truly yours,



Joshua W. Abel  
Attorney-in-fact  
URBAN ACT Academy, Inc.

Enclosure

VENDOR NUMBER: 9779

VENDOR NAME: United States Treasury

CHECK NUMBER: 521706

CHECK DATE: 10-12-17

REF. #	INV. #	INV. DATE	INV. AMOUNT	INV. DESCRIPTION	AMT. PAID
30427278	10/12/17A	10-12-17	850.00	Filing Fee for 1023	850.00



THIS CHECK HAS A COLORED BACKGROUND AND CONTAINS MULTIPLE SECURITY FEATURES - SEE BACK FOR DETAILS



**Faegre Baker Daniels LLP**

Operating - Indianapolis  
300 North Meridian Street, Suite 2700  
Indianapolis, IN 46204-1782  
Phone 317-237-0300

J.P. Morgan Chase Bank, N.A.  
Indianapolis, IN

56-1544  
441

CHECK NO. **521706**

CHECK DATE  
**10-12-17**

CHECK AMOUNT

**\$850.00\*\*\*\*\***

EIGHT HUNDRED FIFTY AND 00/100 Dollars

PAY  
TO THE  
ORDER OF

**United States Treasury**



*Laurie A. Schrader*  
VOID AFTER 180 DAYS

⑈ 521706 ⑈

⑆044115443⑆ 621578798⑈

# Form 1023 Checklist

## (Revised December 2013)

### Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

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**Note.** Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

**Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.**

- ☒ Assemble the application and materials in this order:
- Form 1023 Checklist
  - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
  - Form 8821, *Tax Information Authorization* (if filing)
  - Expedite request (if requesting)
  - Application (Form 1023 and Schedules A through H, as required)
  - Articles of organization
  - Amendments to articles of organization in chronological order
  - Bylaws or other rules of operation and amendments
  - Documentation of nondiscriminatory policy for schools, as required by Schedule B
  - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
  - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- ☒ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- ☒ Employer Identification Number (EIN)
- ☒ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
  - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
  - Describe your purposes and proposed activities in specific easily understood terms.
  - Financial information should correspond with proposed activities.
- ☒ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- |            |  |            |  |
|------------|--|------------|--|
| Schedule A | Yes ___ No <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

- ☒ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Ex. A, p. 1, Art. II
  - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Ex. A, p. 6, Art. XI
- ☒ Signature of an officer, director, trustee, or other official who is authorized to sign the application.
- Signature at Part XI of Form 1023.
- ☒ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service  
P.O. Box 192  
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service  
201 West Rivercenter Blvd.  
Attn: Extracting Stop 312  
Covington, KY 41011

**Power of Attorney  
and Declaration of Representative**

OMB No. 1545-0150

**For IRS Use Only**

Received by:

Name \_\_\_\_\_

Telephone \_\_\_\_\_

Function \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

► Information about Form 2848 and its instructions is at [www.irs.gov/form2848](http://www.irs.gov/form2848).

**Part I Power of Attorney**

**Caution:** A separate Form 2848 must be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

**1 Taxpayer information.** Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address URBAN ACT Academy, Inc. c/o Nigena Livingston 1630 N. Meridian Street, Suite 450 Indianapolis, Indiana 46202	Taxpayer identification number(s) 82-3036207	
	Daytime telephone number (317) 822-8102	Plan number (if applicable)

hereby appoints the following representative(s) as attorney(s)-in-fact:

**2 Representative(s)** must sign and date this form on page 2, Part II.

Name and address  Joseph E. Miller, Jr., c/o Faegre Baker Daniels LLP 300 North Meridian Street, Suite 2700 Indianapolis, Indiana 46204 <b>Check if to be sent copies of notices and communications</b> <input checked="" type="checkbox"/>	CAF No. 8006-11736R PTIN P01305825 Telephone No. (317) 237-0300 Fax No. (317) 237-1000 Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address  Joshua W. Abel c/o Faegre Baker Daniels LLP 300 North Meridian Street, Suite 2700 Indianapolis, Indiana 46204 <b>Check if to be sent copies of notices and communications</b> <input checked="" type="checkbox"/>	CAF No. 0311-58598R PTIN P01813107 Telephone No. (317) 237-8208 Fax No. (317) 237-1000 Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address  (Note: IRS sends notices and communications to only two representatives.)	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address  (Note: IRS sends notices and communications to only two representatives.)	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>

to represent the taxpayer before the Internal Revenue Service and perform the following acts:

- 3 Acts authorized (you are required to complete this line 3).** With the exception of the acts described in line 5b, I authorize my representative(s) to receive and inspect my confidential tax information and to perform acts that I can perform with respect to the tax matters described below. For example, my representative(s) shall have the authority to sign any agreements, consents, or similar documents (see instructions for line 5a for authorizing a representative to sign a return).

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, Sec. 5000A Shared Responsibility Payment, Sec. 4980H Shared Responsibility Payment, etc.) (see instructions)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions)
Income/Excise	1023	2017 - 2019

- 4 Specific use not recorded on Centralized Authorization File (CAF).** If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for **Line 4. Specific Use Not Recorded on CAF** . . . . . ☐

- 5a Additional acts authorized.** In addition to the acts listed on line 3 above, I authorize my representative(s) to perform the following acts (see instructions for line 5a for more information):

☐ Authorize disclosure to third parties; ☐ Substitute or add representative(s); ☐ Sign a return; \_\_\_\_\_

☐ Other acts authorized: \_\_\_\_\_



o **Specific acts not authorized.** My representative(s) is (are) not authorized to endorse or otherwise negotiate any check (including directing or accepting payment by any means, electronic or otherwise, into an account owned or controlled by the representative(s) or any firm or other entity with whom the representative(s) is (are) associated) issued by the government in respect of a federal tax liability.  
List any other specific deletions to the acts otherwise authorized in this power of attorney (see instructions for line 5b): \_\_\_\_\_

6 **Retention/revocation of prior power(s) of attorney.** The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you **do not** want to revoke a prior power of attorney, check here ☐  
**YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.**

7 **Signature of taxpayer.** If a tax matter concerns a year in which a joint return was filed, each spouse must file a separate power of attorney even if they are appointing the same representative(s). If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the legal authority to execute this form on behalf of the taxpayer.  
**► IF NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THIS POWER OF ATTORNEY TO THE TAXPAYER.**

 Signature Oct 26, 2017 Date Chair \_\_\_\_\_ Title (if applicable) \_\_\_\_\_

Claudia Douglas-Smith URBAN ACT Academy, Inc.  
Print Name Print name of taxpayer from line 1 if other than individual

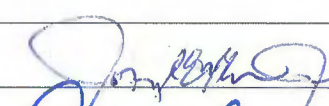
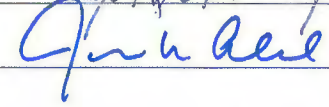
## Part II Declaration of Representative

Under penalties of perjury, by my signature below I declare that:

- I am not currently suspended or disbarred from practice, or ineligible for practice, before the Internal Revenue Service;
- I am subject to regulations contained in Circular 230 (31 CFR, Subtitle A, Part 10), as amended, governing practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
  - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
  - b Certified Public Accountant—licensed to practice as a certified public accountant is active in the jurisdiction shown below.
  - c Enrolled Agent—enrolled as an agent by the Internal Revenue Service per the requirements of Circular 230.
  - d Officer—a bona fide officer of the taxpayer organization.
  - e Full-Time Employee—a full-time employee of the taxpayer.
  - f Family Member—a member of the taxpayer's immediate family (spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
  - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
  - h Unenrolled Return Preparer—Authority to practice before the IRS is limited. An unenrolled return preparer may represent, provided the preparer (1) prepared and signed the return or claim for refund (or prepared if there is no signature space on the form); (2) was eligible to sign the return or claim for refund; (3) has a valid PTIN; and (4) possesses the required Annual Filing Season Program Record of Completion(s). **See Special Rules and Requirements for Unenrolled Return Preparers in the instructions for additional information.**
  - k Student Attorney or CPA—receives permission to represent taxpayers before the IRS by virtue of his/her status as a law, business, or accounting student working in an LITC or STCP. See instructions for Part II for additional information and requirements.
  - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

**► IF THIS DECLARATION OF REPRESENTATIVE IS NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THE POWER OF ATTORNEY. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN PART I, LINE 2.**

**Note:** For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column.

Designation— Insert above letter (a–r).	Licensing jurisdiction (State) or other licensing authority (if applicable).	Bar, license, certification, registration, or enrollment number (if applicable).	Signature	Date
a	Indiana	18796-49		10/31/17
a	Indiana	25462-49		10/31/17

**Application for Recognition of Exemption**  
**Under Section 501(c)(3) of the Internal Revenue Code**

(00)

OMB No. 1545-0056

**Note:** If exempt status is approved, this application will be open for public inspection.

▶ (Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

**Part I Identification of Applicant**

<b>1</b> Full name of organization (exactly as it appears in your <b>organizing document</b> )		<b>2</b> c/o Name (if applicable)	
URBAN ACT Academy, Inc.		Nigena Livingston	
<b>3</b> Mailing address (Number and street) (see instructions)	Room/Suite	<b>4</b> Employer Identification Number (EIN)	
1630 N. Meridian Street	450	82-3036207	
City or town, state or country, and ZIP + 4		<b>5</b> Month the annual accounting period ends (01 - 12)	
Indianapolis, Indiana 46202		06	
<b>6</b> Primary contact (officer, director, trustee, or <b>authorized representative</b> )		<b>b</b> Phone: (317) 237-8208	
a Name: Faegre Baker Daniels LLP / Attention: Joshua W. Abel		<b>c</b> Fax: (optional)	
<b>7</b> Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <div style="text-align: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</div> <div style="text-align: center;">See Form 2848 for names and addresses of authorized representatives.</div>			
<b>8</b> Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <div style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</div>			
<b>9a</b> Organization's website: N/A			
<b>b</b> Organization's email: (optional) N/A			
<b>10</b> Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <div style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</div>			
<b>11</b> Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 08 / 04 / 2017			
<b>12</b> Were you formed under the laws of a <b>foreign country</b> ? If "Yes," state the country. <div style="text-align: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</div>			



**Part II Organizational Structure**

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1** Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☒ **Yes** ☐ **No** See attached Exhibit A.
- 2** Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ **Yes** ☒ **No**
- 3** Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ **Yes** ☒ **No**
- 4a** Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ **Yes** ☒ **No**
- b** Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ **Yes** ☐ **No**
- 5** Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☒ **Yes** ☐ **No** See attached Exhibit B.

**Part III Required Provisions in Your Organizing Document**

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1** Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Exhibit A, page 1, Article II ☒
- 2a** Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☒
- 2b** If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Exhibit A, page 6, Article XI
- 2c** See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

**Part IV Narrative Description of Your Activities**

See attached Exhibit C.

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors**

- 1a** List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Claudia Douglas-Smith	Director, Chair	1630 N. Meridian St., Ste. 450 Indianapolis, IN 46202	0
Morgan Galbreath	Director, Secretary	1630 N. Meridian St., Ste. 450 Indianapolis, IN 46202	0
Demetrius Warren	Director, Treasurer	1630 N. Meridian St., Ste. 450 Indianapolis, IN 46202	0



**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

- b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
<b>Nigena Livingston</b>	<b>Principal</b>	<b>1630 N. Meridian St., Ste. 450 Indianapolis, IN 46202</b>	<b>80,000</b>
<b>TBD</b>	<b>Director of Culture</b>	<b>1630 N. Meridian St., Ste. 450 Indianapolis, IN 46202</b>	<b>55,000</b>
<b>TBD</b>	<b>Business Manager</b>	<b>1630 N. Meridian St., Ste. 450 Indianapolis, IN 46202</b>	<b>50,000</b>
<b>TBD</b>	<b>Special Education Teacher</b>	<b>1630 N. Meridian St., Ste. 450 Indianapolis, IN 46222</b>	<b>45,000</b>
<b>TBD</b>	<b>Classroom Teacher</b>	<b>1630 N. Meridian St., Ste. 450 Indianapolis, IN 46222</b>	<b>40,000</b>

- c** List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
<b>None</b>			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☒ No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No

- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

See attached Exhibit D.

- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☒ No

- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☒ Yes ☐ No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? ☒ Yes ☐ No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? ☒ Yes ☐ No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

<b>d</b>	Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>e</b>	Do you or will you approve compensation arrangements based on information about compensation paid by <b>similarly situated</b> taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>f</b>	Do you or will you record in writing both the information on which you relied to base your decision and its source?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>g</b>	If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is <b>reasonable</b> for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.		
<b>5a</b>	Have you adopted a <b>conflict of interest policy</b> consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>b</b>	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?	See attached Exhibit B, pages 6 - 8.	
<b>c</b>	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?		
	<b>Note:</b> A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.		
<b>6a</b>	Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through <b>non-fixed payments</b> , such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>b</b>	Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>7a</b>	Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at <b>arm's length</b> , and explain how you determine or will determine that you pay no more than <b>fair market value</b> . Attach copies of any written contracts or other agreements relating to such purchases.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>b</b>	Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at <b>arm's length</b> , and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>8a</b>	Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>b</b>	Describe any written or oral arrangements that you made or intend to make.		
<b>c</b>	Identify with whom you have or will have such arrangements.		
<b>d</b>	Explain how the terms are or will be negotiated at <b>arm's length</b> .		
<b>e</b>	Explain how you determine you pay no more than fair market value or you are paid at least fair market value.		
<b>f</b>	Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.		
<b>9a</b>	Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

**Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. ☒ Yes ☐ No See attached Exhibit C.
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ Yes ☒ No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ Yes ☒ No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☒ No

**Part VII Your History**

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ Yes ☒ No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☒ No

**Part VIII Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. ☐ Yes ☒ No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☒ No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☐ No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☒ No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ Yes ☒ No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.



**Part VIII Your Specific Activities (Continued)**

**4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☒ **Yes** ☐ **No**

☒ mail solicitations

☒ email solicitations

☒ personal solicitations

☐ vehicle, boat, plane, or similar donations

☒ foundation grant solicitations

☐ phone solicitations

☒ accept donations on your website

☒ receive donations from another organization's website

☒ government grant solicitations

☐ Other

See attached Exhibit E.

Attach a description of each fundraising program.

**b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ **Yes** ☒ **No**

**c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ **Yes** ☒ **No**

**d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you. See attached Exhibit E.

**e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ **Yes** ☒ **No**

**5** Are you **affiliated** with a governmental unit? If "Yes," explain. See attached Exhibit C. ☒ **Yes** ☐ **No**

**6a** Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ **Yes** ☒ **No**

**b** Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

**7a** Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ **Yes** ☒ **No**

**b** Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ **Yes** ☒ **No**

**c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

**8** Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ **Yes** ☒ **No**

**9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ **Yes** ☒ **No**

**b** Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ **Yes** ☐ **No**

**c** Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ **Yes** ☐ **No**

**d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ **Yes** ☐ **No**

**10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ **Yes** ☒ **No**

**Part VIII Your Specific Activities (Continued)**

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☐ Yes ☒ No
- 
- 12a** Do you or will you operate in a **foreign country** or **countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ Yes ☒ No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
- 
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ Yes ☒ No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ Yes ☐ No
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. ☐ Yes ☐ No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ Yes ☐ No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
- 
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ Yes ☒ No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ Yes ☐ No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ Yes ☐ No

**Part VIII Your Specific Activities (Continued)**

- |           |  |  |   |
|-----------|--|--|---|
| <b>15</b> | Do you have a <b>close connection</b> with any organizations? If "Yes," explain. See attached Exhibit C.   | <input checked="" type="checkbox"/> <b>Yes</b> | <input type="checkbox"/> <b>No</b>            |
| <b>16</b> | Are you applying for exemption as a <b>cooperative hospital service organization</b> under section 501(e)? If "Yes," explain.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>17</b> | Are you applying for exemption as a <b>cooperative service organization of operating educational organizations</b> under section 501(f)? If "Yes," explain.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>18</b> | Are you applying for exemption as a <b>charitable risk pool</b> under section 501(n)? If "Yes," explain.   | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>19</b> | Do you or will you operate a <b>school</b> ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.   | <input checked="" type="checkbox"/> <b>Yes</b> | <input type="checkbox"/> <b>No</b>            |
| <b>20</b> | Is your main function to provide <b>hospital or medical care</b> ? If "Yes," complete Schedule C.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>21</b> | Do you or will you provide <b>low-income housing</b> or housing for the <b>elderly or handicapped</b> ? If "Yes," complete Schedule F.   | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| <b>22</b> | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |

**Note:** Private foundations may use Schedule H to request advance approval of individual grant procedures.

**Part IX Financial Data**

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

**A. Statement of Revenues and Expenses**

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From 7/1/17 To 6/30/18	(b) From 7/1/18 To 6/30/19	(c) From 7/1/19 To 6/30/20	(d) From .....	
Revenues	<b>1</b> Gifts, grants, and contributions received (do not include unusual grants)	325,000	200,000	100,000		625,000
	<b>2</b> Membership fees received					
	<b>3</b> Gross investment income					
	<b>4</b> Net unrelated business income					
	<b>5</b> Taxes levied for your benefit					
	<b>6</b> Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	<b>7</b> Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)		1,380,350 *	1,833,800 *		3,214,150
	<b>8</b> Total of lines 1 through 7		1,580,350	1,933,800		3,514,150
	<b>9</b> Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	<b>10</b> Total of lines 8 and 9		1,580,350	1,933,800		3,514,150
	<b>11</b> Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	<b>12</b> Unusual grants					
	<b>13</b> Total Revenue Add lines 10 through 12		1,580,350	1,933,800		3,514,150
Expenses	<b>14</b> Fundraising expenses					
	<b>15</b> Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	<b>16</b> Disbursements to or for the benefit of members (attach an itemized list)					
	<b>17</b> Compensation of officers, directors, and trustees					
	<b>18</b> Other salaries and wages	65,625	777,500	969,400		
	<b>19</b> Interest expense					
	<b>20</b> Occupancy (rent, utilities, etc.)		220,000	300,000		
	<b>21</b> Depreciation and depletion					
	<b>22</b> Professional fees		39,000	54,000		
	<b>23</b> Any expense not otherwise classified, such as program services (attach itemized list)	125,000 *	525,200 *	516,963 *		
	<b>24</b> Total Expenses Add lines 14 through 23	190,625	1,561,700	1,840,363		

\* See attached Exhibit F.



**Part IX Financial Data (Continued)****B. Balance Sheet (for your most recently completed tax year)**Year End: **N/A**

<b>Assets</b>		(Whole dollars)
<b>1</b>	Cash . . . . .	<b>1</b>
<b>2</b>	Accounts receivable, net . . . . .	<b>2</b>
<b>3</b>	Inventories . . . . .	<b>3</b>
<b>4</b>	Bonds and notes receivable (attach an itemized list) . . . . .	<b>4</b>
<b>5</b>	Corporate stocks (attach an itemized list) . . . . .	<b>5</b>
<b>6</b>	Loans receivable (attach an itemized list) . . . . .	<b>6</b>
<b>7</b>	Other investments (attach an itemized list) . . . . .	<b>7</b>
<b>8</b>	Depreciable and depletable assets (attach an itemized list) . . . . .	<b>8</b>
<b>9</b>	Land . . . . .	<b>9</b>
<b>10</b>	Other assets (attach an itemized list) . . . . .	<b>10</b>
<b>11</b>	Total Assets (add lines 1 through 10) . . . . .	<b>11</b>
<b>Liabilities</b>		
<b>12</b>	Accounts payable . . . . .	<b>12</b>
<b>13</b>	Contributions, gifts, grants, etc. payable . . . . .	<b>13</b>
<b>14</b>	Mortgages and notes payable (attach an itemized list) . . . . .	<b>14</b>
<b>15</b>	Other liabilities (attach an itemized list) . . . . .	<b>15</b>
<b>16</b>	Total Liabilities (add lines 12 through 15) . . . . .	<b>16</b>
<b>Fund Balances or Net Assets</b>		
<b>17</b>	Total fund balances or net assets . . . . .	<b>17</b>
<b>18</b>	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17) . . . . .	<b>18</b>
<b>19</b>	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

**Part X Public Charity Status**

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

<b>1a</b>	Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>b</b>	As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.	<input type="checkbox"/>
<b>2</b>	Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>3</b>	Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>4</b>	Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>5</b>	If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box. The organization is not a private foundation because it is:	
<b>a</b>	509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.	<input type="checkbox"/>
<b>b</b>	509(a)(1) and 170(b)(1)(A)(ii)—a <b>school</b> . Complete and attach Schedule B.	<input checked="" type="checkbox"/>
<b>c</b>	509(a)(1) and 170(b)(1)(A)(iii)—a <b>hospital</b> , a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.	<input type="checkbox"/>
<b>d</b>	509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.	<input type="checkbox"/>



**Part X Public Charity Status (Continued)**

- e** 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐
- f** 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐
- g** 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐
- h** 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐
- i** A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

**6** If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at [www.irs.gov](http://www.irs.gov) or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

**Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐
- (i) (a)** Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. ☐
- (b)** Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐
- (ii) (a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box. ☐
- (b)** For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. ☐
- 7** Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☒ No

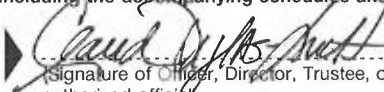
**Part XI User Fee Information**

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at [www.irs.gov](http://www.irs.gov) and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? ☐ Yes ☒ No  
If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).  
If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change). ☐
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change). ☒

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please  
Sign  
Here

  
\_\_\_\_\_  
(Signature of Officer, Director, Trustee, or other  
authorized official)

**Claudia Douglas-Smith**

\_\_\_\_\_  
(Type or print name of signer)

**Oct 26, 2017**  
\_\_\_\_\_  
(Date)

**Chair**

\_\_\_\_\_  
(Type or print title or authority of signer)

**Reminder:** Send the completed Form 1023 Checklist with your filled-in-application.

Form **1023** (Rev. 12-2013)

**Schedule B. Schools, Colleges, and Universities**

If you operate a school as an activity, complete Schedule B

**Section I Operational Information**

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☒ **Yes** ☐ **No**  
See attached Exhibit C.
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☒ **Yes** ☐ **No**  
See attached Exhibit C.
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ **Yes** ☒ **No**
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☐ **Yes** ☒ **No**
- 3** In what public school district, county, and state are you located?  
**Indianapolis Public Schools, Marion County, State of Indiana**
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ **Yes** ☒ **No**
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ **Yes** ☒ **No**
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ **Yes** ☒ **No**
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ **Yes** ☒ **No**
- Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.
- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☒ **Yes** ☐ **No**

**Note.** Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. ☒ **Yes** ☐ **No**  
Exhibit A, page 4, Article X, Section 1.
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ **Yes** ☒ **No**
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ☒
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. ☐ **Yes** ☒ **No**  
See attached Exhibit C.
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ **Yes** ☒ **No**

**Schedule B. Schools, Colleges, and Universities (Continued)**

- 5** Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served). See Exhibit C.

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Black	0	72	0	3	0	1
Hispanic	0	40	0	0	0	1
White	0	31	0	9	0	1
Multiracial	0	7	0	0	0	0
Other	0	1	0	0	0	0
<b>Total</b>	<b>0</b>	<b>150</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>3</b>

- 6** In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

- 7a** Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

See attached Exhibit D.

- b** Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain.

☐ Yes ☒ No

- 8** Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.)

☒ Yes ☐ No



URBAN ACT Academy, Inc.  
c/o Nigena Livingston  
1630 N. Meridian Street, Suite 450  
Indianapolis, Indiana 46202

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Federal EIN: 82-3036207

Exhibit to Form 1023  
(Part II, Line 1)  
(Part III, Lines 1 and 2b)  
(Schedule B, Section II, Line 1)

**EXHIBIT A**

CERTIFICATE OF INCORPORATION

ARTICLES OF INCORPORATION

(see attached)

State of Indiana  
Office of the Secretary of State

Certificate of Incorporation  
of  
**URBAN ACT ACADEMY, INC.**

*Certified: A true copy  
October 31, 2017*

*J. L. Allen*

*Attorney-in-fact*

I, CONNIE LAWSON, Secretary of State, hereby certify that Articles of Incorporation of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, August 04, 2017.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, August 07, 2017

*Connie Lawson*

CONNIE LAWSON  
SECRETARY OF STATE

201708041208271 / 7670620

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>

ARTICLES OF INCORPORATION

OF

URBAN ACT ACADEMY, INC.

*Certified: A true copy  
October 31, 2017  
J. W. Allen  
Attorney-in-fact*

The undersigned Incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby executes the following Articles of Incorporation:

ARTICLE I

Name

The name of the Corporation is URBAN ACT Academy, Inc.

ARTICLE II

Purposes

This Corporation is a public benefit corporation that shall be organized and operated exclusively to conduct, support, encourage, and assist such educational, charitable, scientific, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"). In furtherance of such purposes, the Corporation's specific purposes shall include, but not be limited to, operating one or more charter schools or innovation network charter schools pursuant to Indiana Code, Title 20, Articles 24 or 25.7, or corresponding provisions of any subsequent Indiana statutes governing charter schools or innovation network schools.

ARTICLE III

Powers

Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do any act that will prevent the

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Corporation from being an organization described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2). Subject to the foregoing statement, and subject to and in furtherance of the purposes for which it is organized, the Corporation shall possess, in addition to the general rights, privileges, and powers conferred by the Act or by other law, the following rights, privileges, and powers:

Section 1. To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.

Section 2. To cease its activities and to dissolve and surrender its corporate franchise.

#### ARTICLE IV

##### Period of Existence

The period during which the Corporation shall continue is perpetual.

#### ARTICLE V

##### Incorporator, Initial Registered Agent, and Initial Registered Office

Section 1. The name of the Incorporator of the Corporation is Nigena Livingston, and the address of such Incorporator is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 2. The name of the initial registered agent in charge of the Corporation's registered office is Nigena Livingston, and the address of such registered agent and such registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 3. The undersigned hereby represents that the registered agent named in this Article has consented to the appointment of registered agent.



## ARTICLE VI

### Members

The Corporation shall not have "members" as that term is defined in the Act. The Corporation may, upon the resolution of the Board of Directors, designate as "members" certain individuals, corporations, or other associations and organizations who satisfy certain criteria established by the Board of Directors and who support the purposes and programs of the Corporation. Such designation shall carry no legal significance under the Act and shall not entitle such "members" to any vote on Corporation matters or to attendance at Corporation meetings.

## ARTICLE VII

### Directors

The exact number of directors of the Corporation shall be specified in or fixed in accordance with the Bylaws of the Corporation at a number no smaller than three (3).

## ARTICLE VIII

### Election or Appointment of Directors

The initial Board of Directors shall be named by the Incorporator. The subsequent directors of the Corporation shall be elected and appointed in the manner and for terms as specified in or fixed in accordance with the Bylaws of the Corporation.

## ARTICLE IX

### No Private Inurement

None of the Corporation's net earnings shall inure to the benefit of any private individual.

## ARTICLE X

### Regulation of Corporate Affairs

The affairs of the Corporation shall be subject to the following provisions:

Section 1. The Corporation shall ensure that any charter schools that it operates (the “Schools”) will admit students of any race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, and ancestry to all the rights, privileges, programs, and activities generally accorded or made available to students at the Schools. The Corporation and the Schools it operates shall not discriminate on the basis of race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, or ancestry (or any other characteristics or categories prohibited under federal, state, or local law) in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other programs administered by the Schools.

Section 2. The Corporation shall comply with all Indiana laws applicable to charter schools or innovation network charter schools, as applicable, including (but not limited to) the following provisions of the Indiana Code (“IC”), or corresponding provisions of subsequent Indiana law:

- (a) IC 5-14-1.5 et seq. (Indiana’s Open Door Law);
- (b) IC 5-14-3-1, et seq. (Indiana’s Access to Public Records Act);
- (c) IC 20-24-8-5 (statutes applicable to charter schools);
- (d) IC 20-28-11.5 (staff performance evaluations);
- (e) IC 20-24-6 (employment of teachers and other personnel in charter schools);
- (f) IC 20-25.7-4-10 (public meeting requirement).

Section 3. Notwithstanding any other provision of these Articles of Incorporation, if for any taxable year the Corporation is deemed a “private foundation” described in Code section 509(a), the Corporation’s income shall be distributed at such time and in such manner as not to subject the Corporation to the tax imposed by Code section 4942.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, if at any time the Corporation is deemed a “private foundation” described in Code section 509(a), the Corporation shall not:

- (a) Engage in any act of self-dealing as defined in Code section 4941(d);
- (b) Retain any excess business holdings as defined in Code section 4943(c);
- (c) Make any investment in such manner as to subject the Corporation to tax under Code section 4944; or
- (d) Make any taxable expenditure as defined in Code section 4945(d).

Section 5. Neither the Board of Directors nor the Corporation shall have power or authority to do any act that will prevent the Corporation from being an organization described in Code section 501(c)(3).

Section 6. Except as otherwise permitted by Code section 501(h), no substantial part of the activities of the Corporation shall be or consist of carrying on propaganda, or otherwise attempting, to influence legislation.

Section 7. The Corporation shall not participate or intervene in (including the publishing or distributing of any statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 8. Subject to the provisions of these Articles of Incorporation and applicable law, the Board of Directors shall have complete and plenary power to manage, control, and conduct all the affairs of the Corporation.

Section 9. The power to make, alter, amend, and repeal the Corporation’s Bylaws shall be vested in the Board of Directors.

Section 10. No director of the Corporation shall be liable for any of its obligations.

Section 11. Meetings of the Board of Directors may be held at any location, either inside the State of Indiana or elsewhere.

Section 12. All parties dealing with the Corporation shall have the right to rely upon any action taken by the Corporation pursuant to authorization by the Board of Directors by resolution duly adopted in accordance with the Corporation's Articles of Incorporation, Bylaws, and applicable law.

Section 13. The Board of Directors may from time to time, in the Bylaws of the Corporation or by resolution, designate such committees as the Board of Directors may deem desirable for the furtherance of the purposes of the Corporation.

## ARTICLE XI

### Dissolution of the Corporation

Upon the dissolution of the Corporation, the Corporation's assets and funds shall be disposed in the following order of priority:

- (a) First, to satisfy outstanding payroll obligations to employees of the Corporation;
- (b) Second, to creditors of the Corporation for outstanding liabilities;
- (c) Third, to satisfy any outstanding debt to the Indiana common school fund;
- (d) Fourth, to return any remaining funds received from the Indiana Department of Education (the "Department") to the Department not more than thirty (30) days after dissolution; and
- (e) Fifth, to one (1) or more organizations that have been selected by the Board of Directors, that are organized and operated for educational purposes substantially the same as those of the Corporation, and that are described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2).

If the assets of the Corporation are insufficient to pay all parties to whom the Corporation owes compensation under provisions (a) through (c) in this Article XI, the priority of the distribution of assets may be determined by a Judge of the Circuit or Superior Court of Marion County, Indiana (the "Court"). If any assets remain after distribution as outlined above, they shall be disposed of by the Court exclusively for such purposes and to such organization(s) as the Court shall determine, which are organized and operated exclusively for such purposes.

IN WITNESS WHEREOF, the undersigned Incorporator of the Corporation hereby adopts these Articles of Incorporation and presents them to the Secretary of State of the State of Indiana for filing and verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this 1 day of August, 2017.

  
\_\_\_\_\_  
Nigena Livingston, Incorporator

This instrument was prepared by Joshua W. Abel, Attorney at Law, Faegre Baker Daniels LLP, 300 N. Meridian St., Ste. 2700, Indianapolis, Indiana, 46204.

URBAN ACT Academy, Inc.  
c/o Nigena Livingston  
1630 N. Meridian Street, Suite 450  
Indianapolis, Indiana 46202

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Federal EIN: 82-3036207

Exhibit to Form 1023  
(Part II, Line 5)  
(Part V, Lines 5a-c)

**EXHIBIT B**

BYLAWS

(see attached)

Adopted September 5, 2017

BYLAWS  
OF  
URBAN ACT ACADEMY, INC.

ARTICLE I

General

Section 1. Name. The name of the corporation is URBAN ACT Academy, Inc.  
(the "Corporation").

Section 2. Address. The street address of the Corporation's initial registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202. The initial registered agent in charge of the initial registered office is Nigena Livingston.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws (the "Bylaws"). The Board of Directors shall have the number of members, no less than three (3), as designated by resolution of the Board of Directors from time to time.

Section 2. Election and Terms. The term of each member of the Board of Directors, other than the initial directors of the Corporation, shall extend for a period of three (3) years and until his or her successor is appointed or elected and qualified. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at

*Certified: A true copy  
October 31, 2017  
J. W. Allen  
Attorney-in-fact*



a special meeting, the directors of the Corporation may elect a new director to replace the director whose term will expire, or has expired. Each such newly elected director shall serve for a term of three (3) years, or such other period as is prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve any number of consecutive or nonconsecutive terms, provided that the director continues to meet the qualifications for which he or she was initially elected to serve as a director.

Section 3. Quorum and Voting. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Special Meetings. The Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or



mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Means of Communication. The Board of Directors, or a committee thereof, may permit a director or a committee member to participate in a meeting through the use of any means of communication by which all participating directors or committee members, and all members of the public physically present at the place where the meeting is conducted, may simultaneously hear each other during the meeting, provided that (i) such meeting complies in all respects with the provisions of the Indiana Open Door Law in IC 5-14-1.5-3.6, and (ii) the Board of Directors has adopted a policy to govern participation in meetings by electronic communication pursuant to IC 5-14-1.5-3.6. A director or committee member participating in a meeting by such means shall be considered present in person at the meeting.

Section 9. Removal, Resignation, and Vacancies. A director may be removed from office at any time, with or without cause, by two-thirds of the directors then in office. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the President, or the Secretary. A vacancy on the Board of Directors, whether created by removal or resignation of a director, may be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

### ARTICLE III

#### Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. All

officers may, but need not, be members of the Board of Directors. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. Any officer may be removed by the Board of Directors with or without cause. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

#### ARTICLE IV

##### Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

#### ARTICLE V

##### Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to

report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or

by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

## ARTICLE VI

### Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in

connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions.

(a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation

where he or she served as such at the request of the Corporation;

- (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
- (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article VI, the term “wholly successful” shall mean

- (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.



Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof

upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

## ARTICLE VII

### Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositaries as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

## ARTICLE VIII

### Amendments

The power to make, alter, amend, or repeal the Bylaws (“Amendments”) is vested in the Board of Directors of the Corporation; provided, however, that if the authorizer (as the term “authorizer” is defined in IC 20-24-1-2.5) of the charter of any school operated by the Corporation reserves the right to approve material changes to the governance or organizational structure of the Corporation and the Amendments represent such a material change, then such proposed Amendments must be approved in writing by the authorizer of the school prior to the Board of Directors of the Corporation taking any action thereon.

Exhibit to Form 1023  
(Part IV)  
(Part VI, Line 1a)  
(Part VIII, Lines 5 and 15)  
(Schedule B, Section I, Lines 1a-b)  
(Schedule B, Section II, Lines 3 and 5)

## **EXHIBIT C**

### **ACTIVITIES**

URBAN ACT Academy, Inc. (the "Corporation"), is an Indiana nonprofit corporation that was organized in August 2017 for the purposes of establishing and operating one or more charter schools or innovation network charter schools. The first school, which will be called URBAN ACT Academy (the "School"), will be a charter elementary and middle school, and it will offer instruction to students in kindergarten through the eighth grade. The Corporation plans to begin operating the School in the fall of 2018, provided that its application for a charter is approved. In addition, the Corporation is in the process of negotiating an agreement with Indianapolis Public schools to operate the School as an innovation network school.

The Corporation seeks classification as a public charity under Sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986, as amended (the "Code"), because it will offer formal instruction, maintain a regular faculty of qualified teachers, have regularly scheduled curriculum, and keep a regularly enrolled body of students in attendance at the School.

URBAN ACT stands for "Us Reaching, Benefiting, Aiding and Nurturing A Community Together." The Corporation seeks to disrupt the cycle of poverty among low-income and minority populations, and it will do so through the operation of the School, which will provide differentiated instruction to students that will be tailored to each student's needs, interest, learning styles, and pace.

The Corporation will operate the School as a charter school pursuant to Title 20, Article 24, of the Indiana Code, and as a public innovation network charter school pursuant to Title 20, Article 25.7, of the Indiana Code. Under the charter school statutory provisions of the Indiana Code, a charter school must be sponsored by a public school corporation board, an Indiana public college or university, or the mayor of a consolidated city. The Corporation has submitted a charter application seeking sponsorship of the School by the Mayor of the City of Indianapolis and is awaiting the decision on whether such charter will be awarded.

In addition to seeking a charter from the Mayor of the City of Indianapolis, the Corporation is also seeking to enter into an agreement with Indianapolis Public Schools to operate the School as

an innovation network charter school. Innovation network charter schools are a new type of charter school formed under legislation recently passed by the Indiana Legislature. Under the innovation network school provisions of the Indiana Code, the organizer of a charter school may enter into an agreement with the governing board of a school corporation to have the charter school participate as an innovation network charter school. Indianapolis Public Schools is the public school system in Indianapolis, the city where the School will operate.

The Indiana Legislature believes that the goals of high quality public education will be furthered within the innovation network school structure because innovation network schools “allow[] for greater flexibility, innovation, and efficiency.” Indiana Code 20-25.7-2-1. In addition, the Legislature believes that such schools will attract the nation’s best teachers by “allocating significantly more resources into the classroom and giving teachers freedom from burdensome regulations.” *Id.*

The Corporation intends to reach an agreement with Indianapolis Public Schools regarding the School’s operation as an innovation network charter school. The agreement will include performance goals and accountability metrics, and it will specify the amount of state and federal funding that will be distributed by Indianapolis Public Schools to the Corporation. The Corporation and Indianapolis Public Schools are in the beginning stages of negotiating the terms of a contract, and a draft is not yet available. In the event that the Corporation receives a charter from the Mayor of the City of Indianapolis but does not finalize an agreement with Indianapolis Public Schools to participate as an innovation network school (or if the Corporation initially participates as an innovation network charter school but then later determines to no longer participate as an innovation network charter school), then the Corporation may operate the School as a charter school, but not as an innovation network charter school.

The School will be located within the City of Indianapolis, but its exact location has yet to be determined. During the first year of operation, the Corporation hopes to enroll approximately 150 students in grades kindergarten through second. The Corporation will add one grade level each year, so that by year seven, it will have students through the eighth grade, and approximately 450 students will be enrolled. The Corporation anticipates that the racial composition of the student body and the faculty/staff will be comparable to the racial composition within Indianapolis Public Schools. (A report of the racial and ethnic composition of the students and teachers of Indianapolis Public Schools is attached as Exhibit C-1, which was used to complete Schedule B, Section II, Line 5.) The Corporation will ensure that its brochures, application forms, advertisements, and catalogues contain a statement of the School’s nondiscriminatory policy. The Corporation will also make its nondiscriminatory policy known to all segments of the general community served by the School in a manner that meets the publicity requirement of Rev. Proc. 75-50.

Because the Corporation will operate in a coordinated manner with Indianapolis Public Schools regarding facilities, programs, and transportation, the Corporation will have a “close connection”

(as that phrase is defined in the instructions to Form 1023) with Indianapolis Public Schools. Furthermore, the Corporation is “affiliated with” (as that phrase is defined in the instructions to Form 1023) Indianapolis Public Schools, a public school district that is a governmental unit. The Corporation will be subject to the authority of Indianapolis Public Schools to operate the School as an innovation network school, and the state statute authorizing innovation network schools requires the Corporation and Indianapolis Public Schools to hold a joint public meeting at least twice each year to discuss issues and progress regarding the school (*see* Indiana Code 20-25.7-4-10). In addition, the Corporation will be required to submit several documents related to its operation of the School to Indianapolis Public Schools for review, including the curriculum, performance goals and accountability metrics, operational policies and procedures, and the Corporation’s annual financial audit.

At this time, the Corporation does not intend to utilize the services of an educational management organization to manage the affairs of the School, but it may utilize the assistance of an independent contractor that will provide various administrative functions necessary for the effective operation of the School, including financial services and budget creation, data management, and Indiana State reporting. If the Corporation engages such an independent contractor to perform such services, the Corporation will ensure that none of the directors of the Corporation is employed by the independent contract, has an ownership interest in the independent contractor, or has a contractual relationship with the independent contractor.

URBAN ACT Academy, Inc.  
c/o Nigena Livingston  
1630 N. Meridian Street, Suite 450  
Indianapolis, Indiana 46202

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Federal EIN: 82-3036207

**EXHIBIT C-1**

Racial and ethnic composition of students and teachers of Indianapolis Public Schools

(see attached)



IDOE HOME

## Search School and Corporation Reports

Search

Advanced Search  
State Report

Where we are and where we are heading.

## Indianapolis Public Schools (5385)

120 E Walnut St  
Indianapolis, IN 46204-1389Phone: (317) 226-4411 Fax: (317) 226-4936  
[Corporation Homepage](#)Superintendent: Dr Lewis Ferebee  
[ferebee@myips.org](mailto:ferebee@myips.org)

Number of schools in corporation: 74

Marion County

Schools in Indianapolis Public Schools

[Overview of IPS and Affiliated Schools](#)

Overview Enrollment &amp; Attendance Student Performance Accountability School Personnel

Enrollment Attendance

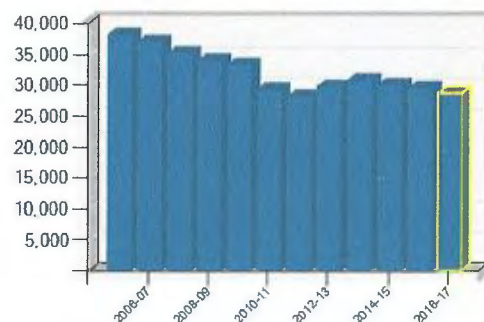
## Enrollment Overview

Year: 2016-17 Grade: All Grades

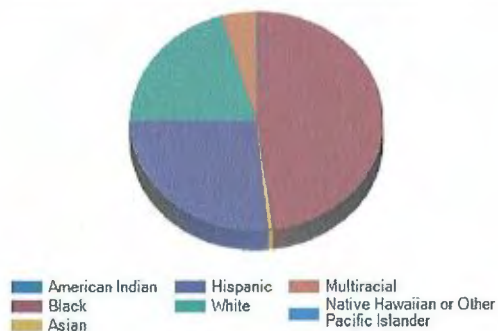
## Enrollment By Grade

Grade	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-Kindergarten	6	739	785	860	856
Kindergarten	3,410	3,387	3,027	2,797	2,623
Grade 1	3,281	3,399	3,237	2,993	2,710
Grade 2	2,902	3,100	3,031	3,001	2,736
Grade 3	2,912	3,012	3,532	2,912	3,363
Grade 4	2,474	2,564	2,133	2,767	2,379
Grade 5	2,566	2,459	2,500	2,559	2,687
Grade 6	2,549	2,499	2,346	2,370	2,376
Grade 7	1,947	2,129	1,907	1,741	1,670
Grade 8	1,725	1,843	1,906	1,721	1,605
Grade 9	1,664	1,572	1,646	2,134	2,023
Grade 10	1,527	1,516	1,529	1,482	1,571
Grade 11	1,464	1,318	1,319	1,187	1,186
Grade 12	1,376	1,215	1,100	1,004	913
Grade 12+/-Adult		61	99	55	69
Total Enrollment	29,803	30,813	30,097	29,583	28,767

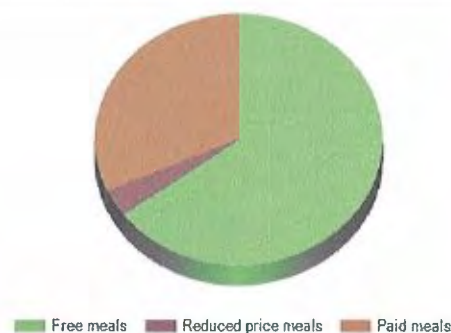
## Enrollment Trend



## Enrollment 2016-17 by Ethnicity



## Enrollment 2016-17 by Free/Reduced Price Meals





IDOE HOME

## Search School and Corporation Reports

Search

Advanced Search  
State Report

Where we are and where we are heading.

## Indianapolis Public Schools (5385)

120 E Walnut St  
Indianapolis, IN 46204-1389Phone: (317) 226-4411 Fax: (317) 226-4936  
[Corporation Homepage](#)Superintendent: Dr Lewis Ferebee  
[ferebeeel@mvips.org](mailto:ferebeeel@mvips.org)

Number of schools in corporation: 74

Marion County

Schools in Indianapolis Public Schools

[Overview of IPS and Affiliated Schools](#)

Overview Enrollment &amp; Attendance Student Performance Accountability School Personnel

School Personnel Educator Rating

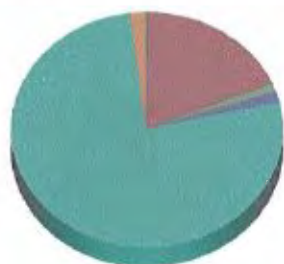
Teacher Overview

Year: 2015-16

## Teacher Count 2015-16

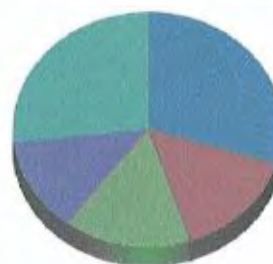
2,695 teachers

## Teacher Count 2015-16 by Ethnicity



American Indian Asian White Multiracial  
Black Hispanic

## Teacher Count 2015-16 by Years of Experience



0-5 years 11-15 years 20+ years  
6-10 years 16-20 years

The teacher count provided on Compass 2.0 does not include non-certified employees.

Data available for public schools only.

**Exhibit to Form 1023**

(Part V, Line 3a)  
(Schedule B, Section II, Line 7a)

**EXHIBIT D**

**INFORMATION REGARDING OFFICERS, DIRECTORS,  
AND EMPLOYEES**

All officers and directors and highly compensated employees utilize the address of URBAN ACT Academy, Inc. (the "Corporation"): 1630 N. Meridian Street, Suite 450, Indianapolis, Indiana 46202.

**Officers and Directors**

**Claudia Douglas-Smith**

Director and Chair

- *Qualifications:* Ms. Douglas-Smith is the Chief Executive Officer of Title VII Compliance, Inc., where she oversees the operations of a company that advises government agencies, federal contractors, and companies on affirmative action policies, equal employment matters, and management matters. She previously served as a compliance officer for the U.S. Department of Labor, Office of Federal Contracts and Compliance Programs.
- *Average Hours Worked:* Less than 10 hours per week.
- *Duties:* Ms. Douglas-Smith serves as a member of the Corporation's Board of Directors. She also serves as Chair of the Corporation; her duties in that regard are described in Article III, Section 2, of the Corporation's Bylaws.

**Morgan Galbreath**

Director and Secretary

- *Qualifications:* Ms. Galbreath is the Compliance and Chief Privacy Officer of MDWise, Inc., a nonprofit health insurance company that provides health coverage to vulnerable families under the Medicaid and Medicare programs and state programs designed to assist low-income people. Ms. Galbreath holds a Juris Doctorate degree.
- *Average Hours Worked:* Less than 10 hours per week.
- *Duties:* Ms. Galbreath serves as a member of the Corporation's Board of Directors. She also serves as Secretary of the Corporation; her duties in that regard are described in Article III, Section 3, of the Corporation's Bylaws.

Demetrius Warren

Director and Treasurer

- *Qualifications:* Mr. Warren is a personal banker serving the Indianapolis area.
- *Average Hours Worked:* Less than 10 hours per week.
- *Duties:* Mr. Warren serves as a member of the Corporation's Board of Directors. He also serves as the Treasurer of the Corporation; his duties in that regard are described in Article III, Section 4, of the Corporation's Bylaws.

**Highest Compensated Employees**

Nigena Livingston

Principal

- *Qualifications:* Ms. Livingston has previously served as the director of a professional development institute that provided training to new and experienced teachers, and she also has been an award-winning principal of three schools.
- *Average Hours Worked:* 40 hours per week.
- *Duties:* Ms. Livingston will serve as the Corporation's first Principal when the School opens its doors to students in the fall of 2018. Her duties in that regard will consist of all educational, operational and managerial duties involved in opening and running a school.
- A full biography of Ms. Livingston is attached as Exhibit D-1.

URBAN ACT Academy, Inc.  
c/o Nigena Livingston  
1630 N. Meridian Street, Suite 450  
Indianapolis, Indiana 46202

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Federal EIN: 82-3036207

**EXHIBIT D-1**

Biography of Nigena Livingston

(see attached)

**Nigena Livingston**  
**6821 Bayview Club Dr. #3D • Indianapolis, Indiana 46250**  
**585.733.6051 • nigenalivingston@hotmail.com**

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*Experienced educator with a proven track record for building solid academic and social programs for students in grades K-8.  
Effective professional development planner and presenter who has coached educators in grades K-12 to improve classroom  
performance using instructional strategies and data driven practices.*

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### **EDUCATIONAL LEADERSHIP**

#### **THE MIND TRUST**

***Innovation School Fellow Cohort 4*** (Indianapolis, IN), July 2016 – Present

- Designing an Innovation School in collaboration with Indianapolis Public Schools and The Mind Trust
- Researching and evaluating instructional models to be utilized in improving student achievement outcomes

#### **TNTP**

***Lead Coach and Institute Director, Michigan Teacher Corps*** (Detroit, MI), June 2015 – July 2016

- Managed Pre-Service Institute, a 6-week summer training program for new teachers
- Facilitated professional development training for 70 new and experienced teachers across 3 schools
- Coached and developed new teachers across 8 priority schools in Detroit
- Managed online certification courses for Elementary, Math, and Science teachers

#### **UNIVERSITY PREPARATORY ACADEMY**

***Instructional Coach, Mark Murray Elementary School*** (Detroit, MI), July 2014 – May 2015

- Instructed and provided support to K-5 teachers around classroom management, instructional delivery, data analysis and planning
- Supported teachers and leadership team with the launch of new Engage NY math curriculum
- Led grade level team meetings and data analysis meetings which helped improve student achievement scores on the MAP test in reading and math

***Principal, University Preparatory Academy Middle School*** (Detroit, MI), July 2010 – June 2014

- Instructional leader and operational manager for middle school serving students in grades 6-8
- Reduced student disciplinary rate by implementing new student disciplinary programs and structures
- Developed a committee to improve curriculum tools by reviewing current learning resources and evaluating new resources given current student achievement data
- Actively involved in the academic achievement of student cohorts which demonstrated growth each year in Reading and Math on state assessments and district benchmarks
- Launched Summer Bridge Program for incoming 6<sup>th</sup> grade students

#### **LIGHTHOUSE ACADEMIES**

***Founding Principal, Jacksonville Lighthouse Charter School*** (Jacksonville, AR), June 2009 – June 2010

- Recruited, hired and developed founding teaching and administrative staff for the 2009/2010 and 2010/2011 school year
- Maintained an enrollment of 99% for the school's founding year and re-enrolled 97% of students for the following school year and achieved 96% daily attendance average for the year
- Instrumental in helping students in third grade exceed the state average in Reading and Writing and students in grades 4 – 6 meet the state average in Reading

***Principal, Lighthouse Academies of Cleveland*** (Cleveland, OH), June 2008 – June 2009

- Managed the operational and instructional components of two charter schools
- Achieved 2<sup>nd</sup> highest growth in reading and 3<sup>rd</sup> highest growth in math across the LHA network midyear
- Maintained an average rate of attendance of 92%
- Founded and implemented of Saturday Academy which targeted students for enrichment and remediation

**Nigena Livingston 1**

**Director of Instruction, Lighthouse Academies of Cleveland** (Cleveland, OH), July 2006 – June 2008

- Supervised and developed the ongoing professional development of classroom teachers
- Coached teachers to produce the highest network gains in math on SAT-10 for spring 2007
- Coordinated assessments for school and analyzed results with teacher

#### **TEACH FOR AMERICA**

**Program Director**, (Miami-Dade, FL), August 2005 – June 2006

- Observed and provided effective feedback, professional development for 50 teachers
- Tracked and supported teacher progress through analysis of student achievement data

**Corps Member Advisor** (Los Angeles, CA), Summer 2004 and 2005

- Designed and led working group sessions to orient 12-16 new science and math teachers to the classroom
- Delivered feedback and supplied resources to improve instruction
- Achieved rating of “high performing” based on survey data by Corps Members at the end of Institute

**Institute Learning Team Leader** (Los Angeles, CA), Summer 2005

- Revised and added curriculum based resources to science toolkit for Teach For America Corps Members
- Facilitated weekly workshops for science teachers

#### **ROCHESTER LEADERSHIP ACADEMY**

**Middle School Science Teacher** (Rochester, NY), August 2004 – June 2005

- Produced significant academic gains in which 75% of my 8<sup>th</sup> grade students passed the New York state science regents exam compared to 52% the previous year

#### **DETROIT PUBLIC SCHOOLS**

**Middle School Science Teacher** (Detroit, MI), June 2002 – June 2004

- Served as a member of the national service corps of outstanding recent college graduates who commit to teach for two years in under-resourced public schools while instructing 6<sup>th</sup> and 8<sup>th</sup> grade students

#### **SCHOOL AWARDS AND HONORS**

- Academic Grant Award 2014-2015 from Grand Valley Schools for student improvement on NWEA MAP test
- Recognized as one of Detroit’s Top 20 Best Detroit elementary, middle schools ranked by MEAP performance by Excellent Schools Detroit in 2013
- Two-time recipient of “Beating the Odds” award for schools whose achievement exceeds expectations and predictions based on the demographic characteristics of the schools and students in 2011, 2012
- Highlighted by Teach For America’s School Leadership Initiative 2006

#### **PROFESSIONAL DEVELOPMENT WORKSHOPS**

*Results Coaching Global Level I, II, III, Leadership Coaching for High Performance, Leadership Coaching by Grand Valley State University, Expeditionary Learning for School Leaders, Expeditionary Learning Data Analysis, The Education Trust’s Learning Network, Paul Bambrick-Santoyo’s Driven By Data, NWEA Measures of Academic Progress, Responsive Classroom I, II, Developmental Designs for Middle School, Open Court Reading, Saxon Math, FOSS Science, Curriculum Crafter, The Together Leader, Teach Like a Champion, Reading Reconsidered*

#### **EDUCATION**

Grand Valley State University (Grand Rapids, MI)

*Masters in Educational Leadership*

State University of New York at Buffalo (Buffalo, NY)

*Bachelors of Arts in Health and Human Services*

Exhibit to Form 1023  
(Part VIII, Lines 4a, 4d, and 11)

## **EXHIBIT E**

### **FUNDRAISING ACTIVITIES**

URBAN ACT Academy, Inc. (the "Corporation"), anticipates that its chief sources of funding will be per-pupil local and state government funding and, to a lesser extent, federal Title I grants. Such income will be made available to the Corporation by operation of law or by agreement with Indianapolis Public Schools. In addition, the Corporation may solicit grants from government agencies and private foundations that are interested in supporting the Corporation's educational mission. The Corporation also anticipates that it may receive gifts from interested individuals and corporations.

To the extent that the Corporation engages in any fundraising activities, the vast majority of such activities likely will take place in Indiana, other than the possible solicitation of grants from foundations located outside of Indiana and agencies of the federal government. The Corporation has not yet prepared any written materials in connection with its planned fundraising activities.

The Corporation may accept contributions of real property, conservation easements, closely held securities, intellectual property, works of music or art, licenses, royalties, vehicles, and collectibles. However, the Corporation would not accept such donations if the contributor imposed conditions or required agreements that would impede the Corporation from carrying out its charitable activities.

At this time, the Corporation has not retained any contractors or fundraising consultants to carry out fundraising on its behalf. If, in the future, the Corporation does hire a professional fundraiser to conduct fundraising, any such contractual arrangement will be approved pursuant to the process set forth in Part V, Line 4, and will satisfy all applicable legal requirements, including, but not limited to, state-level registration obligations and the provisions of Section 4958 of the Internal Revenue Code of 1986, as amended.



URBAN ACT Academy, Inc.  
c/o Nigena Livingston  
1630 N. Meridian Street, Suite 450  
Indianapolis, Indiana 46202

Federal EIN: 82-3036207

Exhibit to Form 1023  
(Part IX, Section A, Lines 9 and 23)

**EXHIBIT F**

**FINANCIAL INFORMATION**

**Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (Line 9):**

	7/1/17 – 6/30/18	7/1/18 – 6/30/19	7/1/19 – 6/30/20	TOTAL
Basic tuition support received from Indianapolis Public Schools		1,148,850	1,531,800	2,680,650
Federal lunch program		88,500	118,000	206,500
Title I revenue		83,250	111,000	194,250
Title II revenue		5,000		5,000
Federal special education grant (IDEA 611/619)		21,000	28,000	49,000
State special education support		22,500	30,000	52,500
Student textbook reimbursement		11,250	15,000	26,250
<b>TOTAL</b>		<b>1,380,350</b>	<b>1,833,800</b>	<b>3,214,150</b>

**Any expense not otherwise classified, such as program services (Line 23):**

	7/1/17 – 6/30/18	7/1/18 – 6/30/19	7/1/19 – 6/30/20	TOTAL
Textbooks & other instructional supplies		51,250	45,250	96,500
Library/media materials	25,000	9,300	19,500	53,800
Assessment costs		37,500	40,500	78,000



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Instructional equipment	15,000	5,000	15,000	35,000
Classroom technology	15,000	60,000	30,000	105,000
Office technology		10,000		10,000
Instructional software	37,500	39,600	23,500	100,600
Office software		9,000		9,000
Classroom furniture	25,000	30,000	55,350	110,350
Office furniture	2,500	5,000	5,000	12,500
Telephones / fax lines	1,000	9,600	9,600	20,200
Internet access	1,000	4,800	4,800	10,600
Other materials/ supplies/ equipment	1,000	15,000	15,000	31,000
Copying & reproduction	1,000	20,000	20,000	41,000
Postage & shipping	1,000	2,400	2,400	5,800
Copy machines		9,000		9,000
Instructional support supplies		1,000	2,000	3,000
Title I support services		36,000	36,000	72,000
Professional development		12,000	12,000	24,000
Insurance		30,000	30,000	60,000
Marketing/ development		10,000	10,000	20,000
Special education support		5,000	5,000	10,000
Data management		6,000	6,000	12,000
Field trips		2,500	2,500	5,000
Food services		89,250	111,563	100,813
Technology services		16,000	16,000	32,000
<b>TOTAL</b>	<b>125,000</b>	<b>525,200</b>	<b>516,963</b>	<b>1,067,163</b>

# Appendix E



## URBAN ACT Academy – Enrollment Policy

URBAN ACT Academy will participate in the districtwide unified enrollment system through Enroll Indy. Enroll Indy will run an impartial lottery for admission for all schools who are participating in this unified enrollment system.

In addition, per our pending restart agreement the enrollment rules will apply:

Schools must exercise geographic preference and allow any student who lives in neighborhood boundary access to the school with no caps.

Charter partners will restart the entire school and no students will be displaced.

School must provide transportation for students within the neighborhood boundary, either through IPS or another comparable vendor.

Special Education programming will remain in the building and be either fully or co-managed by the partner (determining for 2018).

## Appendix G

a practical alternative to out-of-school suspension

reFRESH

# reFRESH

## AN OVERVIEW

### Mission Statement:

It is the mission of the reFRESH program to initiate and assist in the total development of the student with emphasis on academic achievement, community involvement and relational management.

### What does reFRESH provide:

It provides additional support for scholars who may lack comprehension of certain basic subject matter as well as a proactive approach to behavioral intervention that may be caused due to such academic challenges. The program provides behavioral coaching, individualized study sessions, student mentorship, and community outreach.

- Academic Coaching
  - Math/Lang. Arts/STEMs
  - Humanities & Culture Exposure
  - Individual Study Sessions
  - Project based learning
- Community Service
- Mentorship

### reFRESH Enrollment Process:

- Staff/Teacher Referral- form completely filled out and returned to program coordinator
- Enrollment Meeting- an internal meeting between referring staff/faculty, a member of the Administration Team and program coordinator to determine scholar eligibility
- Initial Parental Contact- parent will be notified that their scholar is being placed in reFRESH program via phone and written letter.
- Parent/Scholar Orientation- a scheduled orientation with guardian(s), scholar, program coordinator and an Administrator will take place to review the program details, behavioral plan suggestions, and expectations.

### reENTRY to Class:

In order for scholars enrolled into the reFRESH to be admitted back to class they have to complete the following tasks.

- Attendance
  - Must be present in school for the duration of reFRESH days.

- Unexcused early releases, absences and/or late entries into class will result in extended days in reFRESH program.
  - reFRESH program coordinator & AP of Culture reserve the right to determine whether or not early releases/absences/tardies are excused.
- Behavior
  - Displaying positive communication skills with staff and fellow scholars
  - Raising hands before speaking out in class.
  - Comply with all school rules as outlined in school handbook.
  - Successful completion of daily behavioral rubric.
- Academics
  - Complete all Math and Language Arts assignments and assessments assigned by General Ed. Teacher.
  - Successful completion of required presentation

## reFRESH Exit Presentation

Teacher's Name:

Student's Name:

CATEGORY	10	8	5	3
<b>Content - Accuracy</b>	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
<b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
<b>Effectiveness</b>	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.
<b>Spelling and Grammar</b>	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
<b>Knowledge Gained</b>	Project displays a complete understanding of misbehavior, impact on learning environment and includes plan for improvement.	Project displays a general understanding of misbehavior, impact on learning environment and includes plan for improvement.	Project displays a minimal understanding of misbehavior, impact on learning environment and includes plan for improvement.	Project displays no understanding of misbehavior, impact on learning environment and includes plan for improvement.

CATEGORY	10	8	5	3
<b>Intentionality</b>				
<b>Loyalty</b>				
<b>Equity</b>				
<b>Achievement</b>				
<b>Determination</b>				

**Oral Presentation Rubric : reFRESH Exit Presentation-Oral**

---

Teacher Name: **Mrs. Holmes**

Student Name: \_\_\_\_\_

CATEGORY	10	8	5	3
<b>Preparedness</b>	Student is completely prepared and has full understanding of misbehavior, impact on learning environment and plan of improvement.	Student is somewhat prepared and has general understanding of misbehavior, impact on learning environment and plan of improvement..	The student is prepared, and lacks full understanding of misbehavior, impact on learning environment and plan of improvement.	Student does not seem at all prepared and lack understanding of misbehavior, impact on learning environment and plan of improvement.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
<b>Time-Limit</b>	Presentation is 3-5 minutes long.	Presentation is 2-3 minutes long.	Presentation is less than 2 minutes long.	Presentation did not meet minimum requirements.



# Behavioral Data Sheet

SCHOLAR: \_\_\_\_\_ DATE: \_\_\_\_\_

	9:00-11:00AM _____	11:00AM-12PM _____	12PM-2PM _____	2PM-4PM _____	TOTAL :
REMAINED FOCUSED					
SELF-CONTROL					
EFFECTIVE COMMUNICATION					
POSITIVE TRANSITIONS					
COMMUNITY SERVICE					
RAISING HAND					
OTHER					
ADDITIONAL COMMENTS					

ENTRY DATE: \_\_\_\_\_

ASSIGNING ADMINISTRATOR: \_\_\_\_\_

TARGET EXIT DATE: \_\_\_\_\_

INTAKE TIME: \_\_\_\_\_

SpEd: \_\_ ESL: \_\_ 504: \_\_ RtI: \_\_

DATE OF ACTUAL RETURN: \_\_\_\_\_

### EXPECTATIONS

\_\_\_\_ 1.) SCHOLARS WILL RESPECT THEMSELVES AND AUTHORITY.

\_\_\_\_ 2.) SCHOLARS WILL NOT MAKE UNNECESSARY NOISES OR SPEAK WITHOUT PERMISSION FROM STAFF.

\_\_\_\_ 3.) ANSWER QUESTIONS WITH “SIR” AND/OR “MA’AM”

\_\_\_\_ 4.) SCHOLARS WILL REMAIN SEATED AND FACE FORWARD AT ALL TIMES (UNLESS OTHERWISE INSTRUCTED).

\_\_\_\_ 5.) VIOLENCE OF ANY KIND WILL NOT BE TOLERATED. MISBEHAVIOR WILL RESULT IN ALTERNATIVE CONSEQUENCES BY ADDING DAYS TO THE TOTAL DURATION.

\_\_\_\_ 6.) SCHOLARS WILL ATTEND CLASS DAILY.

\_\_\_\_ 7.) SCHOLARS WILL FOLLOW DRESS CODE.

\_\_\_\_ 8.) SCHOLARS WILL ADHERE TO THE STUDENT CODE OF CONDUCT

\_\_\_\_ 9.) SCHOLARS WILL HAVE A DAILY BEHAVIORAL DATA SHEET. SCHOLARS MUST EARN 10 PTS, PER CATEGORY/PER DAY. SCHOLARS WHO DO NOT EARN THEIR POINTS WILL HAVE TIME ADDED TO DURATION.

\_\_\_\_ 10.) SCHOLARS WHO COMPLETE reFRESH PROGRAM WILL TRANSITION INTO THEIR CLASSROOMS FOR TWO (2) HALF DAYS OF PROBATION. UPON SUCCESSFUL COMPLETION OF PROBATIONARY PERIOD, SCHOLARS WILL BE REWARDED WITH FULL REINSTATEMENT INTO LEARNING COMMUNITY.

\_\_\_\_ 11.) SCHOLARS THAT REPEAT THE reFRESH PROGRAM, MUST HAVE A BEHAVIOR INTERVENTION PLAN (B.I.P.) IN PLACE PRIOR TO REENTRY INTO GENERAL LEARNING COMMUNITY.

My signature below indicates that I understand the behavioral expectations and procedures established by reFRESH Staff and Administrators. I understand that if these rules are violated consequences will be determined according to the severity of the infraction.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
reFRESH Staff

\_\_\_\_\_  
Date



## School Wide Culture Overview & Behavioral Intervention Plan

URBAN ACT Academy is a school with a unique and innovative approach to classroom and behavioral management. Our style allows our student body to take full responsibility for mistakes made, but that also gives them ample opportunities to be restored back into the classroom learning environment. We have developed several alternative approaches to the “traditional” and albeit more punitive consequences for undesired behaviors. These alternatives will allow us to ensure that students’ will receive adequate consequence for their actions, but more importantly a chance to also mend the fabric of the environment that they disrupted.

Detailed below is a basic outline of offenses and their subsequent consequences. Our goal is to create a learning environment that students can develop self-awareness, leadership and conflict resolution skills. We feel that by empowering and encouraging our teachers to build rapport with our families that is the best and most proactive way to begin conversations about behavioral expectations. With these relationships come the ability to engage parents early in the process so that, in most cases, undesirable behaviors can be interrupted well before they escalate into more severe actions.

<b>Tier I Level I</b> Teacher Managed	<b>Tier I Level II</b> Teacher Managed	<b>Tier II Level III</b> Office Managed	<b>Tier II Level IV</b> Office Managed
Behaviors that affect only the scholar:	Behaviors that interfere with others' learning	Behaviors that affect a positive learning environment	Behaviors that cause harm to others
Not following directions Excessive talking Off Task Out of seat w/out permission Eye rolling Talking back to teacher/staff Disrespect of property Disrespect classmate Yelling/Calling Out Refusing to work	Horse Playing Excessive Back Talking/Yelling Inappropriate gestures/language to peers Open defiance Cheating Cell Phones or any goutside technology used w/out permission Inappropriate use of technology	Verbal Bullying Physical Bullying Inappropriate web sites Hitting peers Horse playing Running out of the building Inappropriate language Inappropriate touching Spitting Shoving a staff member Vandalism of property Continual Egregious Disrespect	Fighting Excessive Inappropriate touching Throwing property/objects Continual disrespect to staff/teachers Hitting a staff member/teacher Cursing at staff/teacher Bullying excessively Threatening/taunting Threatening bodily harm Stealing Pulling the fire alarm Harassment, including sexual harassment
<b>Level I</b> Consequences May Include	<b>Level II</b> Consequences May Include	<b>Level III</b> Consequences May Include	<b>Level IV</b> Consequences May Include



<p>Follow Your Redirection Ladder</p> <ol style="list-style-type: none"> <li>1. Warning</li> <li>2. Clip chart or demerit</li> <li>3. Redirection</li> <li>4. Parent contact</li> <li>5. Conference w/ teacher</li> <li><b>6. Administrative support</b></li> <li>7. Invite back to class</li> </ol>	<p>Follow Your Redirection Ladder</p> <ol style="list-style-type: none"> <li>1. Warning</li> <li>2. Clip chart or demerit</li> <li>3. Redirection</li> <li>4. Parent contact</li> <li>5. Conference w/ teacher</li> <li><b>6. Administrative support</b></li> <li>7. Invite back to class</li> </ol>	<p>Scholar to Receive Referral to: Dean</p> <p>ReSEE Detention reFRESH</p>	<p>Scholar to Receive Referral to: Dean</p> <p>reFRESH Parent/Teacher Conference Parent Shadow Out of School Suspension</p>
<p>When Scholar remains at Level 6 on the ladder, please fill out appropriate referral form for scholar to GLC</p>	<p>-When Scholar remains at Level 6 on the ladder, please fill out appropriate referral form for scholar to GLC -Teacher Must Contact Parent</p> <p>Classroom Buddy TAB in area</p>	<p>-Restorative Practices -Therapeutic Assistance -Social Worker Assistance -Communication of Consequence</p>	<p>-Possible Parent/Teacher/Dean Conference -Communication of Consequence -Possible referral to Assistant Principal</p>



# Re-S.E.E. Parent Notification

Date:

Dear Parent Or Guardian,

Your child \_\_\_\_\_ has been assigned Level \_ Re-S.E.E. (Restoring Scholar Empowerment for Excellence) for the following behavior infractions:

1.		2.	
3.		4.	
5.			

Misbehavior or acts against the rules of URBAN ACT Academy are considered an act of disrespect to staff and to your student's peers. The purpose of Re-S.E.E. is to teach your student to take responsibility for their actions and give them the time to reflect on their behavior and refocus their actions on their academic success. Each time a student is on Re-S.E.E. the severity of the consequences increases. Please note the level of Re-S.E.E. your child is on, indicated above, and refer to the table below for associated consequences. In order to exit the Re-S.E.E. program, a student must have the assigned number of days in which they display appropriate behavior in a 10-day period. In the event that a student does not display acceptable behavior desired within the 10-day period, they will advance to the next Level of Re-S.E.E.

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Carry a Re-S.E.E. Folder with Re-S.E.E. tracker to be signed by parent each night.</li> <li>• Sit in an assigned location in each class and travel between classes separately.</li> <li>• Eat silent lunch in a designated area away from peers.</li> <li>• Write letter addressing your actions and why you should be allowed back into the community.</li> <li>• Meet twice daily with the administration to check in on behavior and review tracker.</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1 and</li> <li>• The student will spend 2 hours to all day in Cool Down Room appropriate for student. The classroom teacher will have prepared work for the student and the TA or teacher will spend some amount of time checking in on the scholar to help them keep up with instruction as much as possible.</li> <li>• Scholar will have time to work on Readmit letter to be welcomed back into the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 and</li> <li>• Mandatory parent/guardian conference before student can return to school.</li> <li>• The student will write their Readmit Letter to their advisory and have it read aloud to the classroom in order to show his/her understanding of the community expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 and</li> <li>• Scholar will be referred to RTI team and placed on a Behavior Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Level 4 and</li> <li>• A parent/guardian will be required to shadow a student for at least half a school day. The student will remain on Re-S.E.E. until this is completed.</li> </ul>

Please sign below and return this letter with your child to acknowledge that you have read and understood the RE-S.E.E. policy.



I have read and understand the Respect Re-S.E.E. behavior policies regarding my child. I agree to help my child's behavior at home by checking their Respect log, contacting their teachers to get updates on their behavior, checking their agenda, and ensuring they are prepared to be successful every day.

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Staff/Administration Team \_\_\_\_\_ Date \_\_\_\_\_